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ABSTRACT

This first volume in the Defense Language Institute's 12-week course in Japanese presents an introduction to Japanese phonology for the non-linguist beginning student, and a description of the format used throughout the DLI series (perception drills, dialogues with English equivalents, grammar notes, and exercises and conversations). This volume also contains Lesson Units 1-15. All Japanese appears in romanization. (See AL 002 224 for Volumes II and III--Lesson Units 16-41, and AL 002 225 for Volume IV--Lesson Units 42-55, and Volume V--Glossary.) (AMM)

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JAPANESE

12-WEEK COURSE

VOLUME I

INTRODUCTION and LESSONS 1-15

БЪЛГАРСКИ
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JAPANESE

12-Week Course

Volume I

Introduction
and
Lessons 1-15

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INTRODUCTION

A. Instructions to Students

1. Lesson Organization

All lessons consist of the following sections:

Section A:	Perception Drill
Section B:	Dialogue
Section C:	English Equivalents, Dialogue
Section D:	Grammar Notes
Section E:	Exercises and Conversation

2. Perception Drill

The Perception Drill is constructed primarily on a series of short dialogues dealing with small social or military situations to provide for your perception of new structure and vocabulary. Each dialogue in the Perception Drill consists of a few, brief utterances to enable you to perceive not only logical and psychological meanings of structure and vocabulary but also identity of structure where there is difference in content. Whenever possible, a new structural feature is presented in terms of known vocabulary, and a new word in terms of known structure.

3. Dialogue

The Dialogue is an adaptation of parts of the Perception Drill into a new social or military situation similar to but not identical with those in the Perception Drill. It is a device to rework and to manipulate the vocabulary and patterns introduced in the Perception Drill. It provides you with the models to which you can refer as you speak. The Dialogue must be practiced orally at normal speed with a native speaker and a recording until you memorize it. This,of course, requires a great deal of listening and repeating practice.

4. English Equivalents, Dialogue

You must understand that in the classroom English is not available to you for purpose of communication. However, English equivalents of the utterances of the Dialogue are given, in the interests of efficiency, first to establish a semantic connection that would otherwise be uncertain or time consuming and second to compare and differentiate patterns in the two languages. You should use the English equivalents chiefly as a review exercise. After quick glance at the English equivalent, you should be able to give a natural-sounding Japanese equivalent with a minimum of hesitation.

5. Grammar Notes

The simple pressure of time makes it impossible for you to have as extensive audio-lingual practice as would be desirable in the manipulation of all grammatical forms and arrangements. The lack of time for oral practice is compensated by the treatment of grammar in the printed Grammar Notes. They provide descriptions of selected grammatical features which will be useful to you. But the Grammar Notes should not be discussed in class. You are responsible for reading them carefully outside of class.

6. Exercises and Conversation

Your instructor will select portions of the Dialogue or lesson that involve structural details currently being emphasized and will give you pattern drill so that your performance may become habitual and automatic before you are ready to go on to the Exercises and Conversation. You must do all Exercises and Conversation orally with an instructor present who will correct your mistakes.

B. Pronunciation and Romanization

1. Introduction

Every language has a system of sounds and no language has sounds exactly like those of any other. If you want to speak understandable Japanese, you must avoid some of your English pronunciation habits.

The most outstanding general characteristic of Japanese pronunciation is its staccato rhythm. That is, the Japanese allow about the same amount of time for each syllable and give it a moderate, even stress.

2. Japanese Syllables

A Japanese syllable is a sound or group of sounds which take up a certain relative period of time. So, in speaking Japanese, you must give about equal length and stress to all syllables.

Remember that you can't learn how to pronounce Japanese syllables from the printed words alone. You have to use your ears and mouth much more than your eyes. This means that you will need a native speaker of Japanese or a recording made by a native speaker, as a model, to learn to pronounce the syllables of Japanese.

Most native speakers of Japanese use 105 different syllables. These syllables are represented arbitrarily in Roman letters as in the following chart:

a	ka	kya	ga	gya	sa	sha	za	ja
i	ki		gi		shi		ji	
u	ku	kyu	gu	gyu	su	shu	zu	ju
e	ke		ge		se		ze	
o	ko	kyo	go	gyo	so	sho	zo	jo

ta	cha	da	na	nya	ha	hya	pa	pya
chi			ni		ni		pi	
tsu	chu		nu	nyu	fu	hyu	pu	pyu
te		de	ne		he		pe	
to	cho	do	no	nyo	ho	hyo	po	pyo

ba	bya	ma	mya	ya	ra	rya	wa	k
bi		mi			ri			s
bu	byu	mu	myu	yu	ru	ryu		t
be		me			re			p
bo	byo	mo	myo	yo	ro	ryo		n

Note that all Japanese syllables except the last five (k, s, t, p, n) end in one of the five vowels a, i, u, e, o.

3. Vowels

The Japanese use five vowels, and they are arbitrarily represented in writing by the following five letters: i, e, a, o, u.

In Romanized Japanese, the same letter is used for each occurrence of the same vowel. You must learn the sounds these letters stand for. Remember that each letter stands for one sound and only one.

In Japanese each vowel is pronounced in a short, clear, evenly stressed manner.

A vowel can also follow itself to form a long vowel. Because a long vowel consists of two syllables, it takes twice as long to pronounce as the short one. It is extremely important to master the difference between the short vowels and the long (or double) vowels because so many words are distinguished by vowel length alone. The long vowels are represented in writing as follows:

Short vowels	Long Vowels
i	ii
e	ee or ei
a	aa
o	oo
u	uu

Do not pronounce oo like 'oo' in 'food, tool, soon.' In ordinary conversation, most Japanese do not distinguish the vowel sequence ei from ee.

Any vowel may be followed by any other vowel, and again, like a vowel not in sequence, each vowel is pronounced in a short, clear, evenly stressed fashion:

ai, ao, ie, uo, ue,
au, eo, oi, ae, aoi,
iie, ooi, ieo, oie, ueo.

4. Consonants

In general, the Japanese use about the same points in the mouth as in English to articulate the consonants b, p, m, k, and g:

pa, ba, pi, bi, pu, bu, pe, be, po, bo,
ma, mi, mu, me, mo,
ka, ga, ki, gi, ku, gu, ke, ge, ko, go,
kaku, baka, kiba, papa, gimu, gaka,
kuma, mame, momo, muku, ebi, gomi

The Japanese articulate the consonants t, d, and n by pushing the tongue against the back of the upper teeth:

ta, da, te, de, to, do, na, ni, nu, ne, no,
tada, dono, tane, deta, nani, nodo,
tana, dote, nido, date, tani

The Japanese consonants s, z, sh, ch and j are also pronounced farther front than many American articulate the English equivalents:

sa, za, shi, chi, ji, su, zu, se, ze,
so, zo, sha, cha, ja, shu, chu, ju, sho, cho, jo,
chizu, suji, sazo, joshi, jazu, shaji, shojo,
seji, juzu, saji

In Romanized Japanese the consonant h is followed by the vowels a, i, e, and o as in ha, hi, he, and ho, but not by the vowel letter u.

The letter f represents the sound the Japanese make by placing both lips close together as if about to blow a candle without rounding the lips very much. This consonant is followed only by the vowel u:

fu, fune, toofu, fude, fuufu, fuji, nafuda

The Japanese in Western Japan usually pronounce the consonant g like 'g' in 'god', 'geese', 'goodse', 'game', and 'go' no matter where it occurs. However, the many Japanese in Tokyo and in Northern Japan pronounce g like 'ng' as in 'singer' when it occurs medially:

Initial g	Medial g
gomi	hige
geta	sugu
gishi	migi
geisha	kagi
gaijin	tamago

The letter *g* is not used to represent the sound 'g' as in 'George', 'gentle', or 'genius' because that sound is represented by the letter *j* in Romanized Japanese:

gimu	jimu
ginkoo	jinkoo
kugi	kuji

The Japanese consonant *ts* requires your special attention. You do use this consonant *ts* in English as in 'do*ts*', 'na*ts*', or 'ha*ts* off.' But this consonant does not occur initially in English except for a few unusual words. In Japanese, it occurs initially and medially, and it is always followed by the vowel *u*; and between the *t* and the *u* there is a light hiss represented by the *s*.

The syllables *tsu* and *su* must be distinguished because they distinguish a number of words:

kasu	katsu
tasu	tatsu
usu	utsu
kosu	kotsu

suru	tsuru
suna	tsuna
sugi	tsugi
sumi	tsumi

katsu	tsuka
matsu	tsuma

tatsu	tsuta
mitsu	tsumi
natsu	tsuna
netsu	tsune
batsu	tsuba

When u or i occurs between two voiceless consonants and the pitch of the syllable containing the vowel is lower than that of the succeeding syllable, the vowel automatically becomes whispered or, in some cases, dropped. This happens whether the two voiceless consonants occur in the same word or in consecutive words. The voiceless consonants are k, s, sh, t, ch, p, h, and f.

ts~~u~~chi
ts~~u~~ki
f~~u~~tari
k~~u~~tsu
k~~u~~chi
k~~u~~sa
watak~~u~~shi
suk~~i~~yaki

ch~~i~~chi
ch~~i~~kai
k~~i~~shi
k~~i~~sha
sh~~i~~ka
sh~~i~~chi
sh~~i~~ta
h~~i~~to

The letter r represents the sound the Japanese make by pulling the tip of the tongue back and up and then quickly bringing it down with a quick flap against the ridge behind the upper teeth. Many Americans make this sound in the middle of words like 'Betty', 'Kitty', 'pre*tt*y', 'thi*rt*y', and 'ge*t* up'. Remember that the Japanese *r* always occurs at the beginning of a syllable:

ra, ri, ru, re, ro, raku, roku, rusu, rei
sora, suru, kore, sore, are,
dore, iro, kuroi, kuruma

One more sound which requires your special attention is called the syllabic nasal. This sound is pronounced differently, depending upon its environment. It is written sometimes *m*, somtimes *n* and sometimes *n-*. The sound is written *m* if it is followed without pause by the lip sound *p*, *b* or *m*. It is written *n-*, if it is followed by *i*, *e*, *a*, *o*, or *u*, or by the consonant *y*. And it is written *n* if it is followed by other consonants and when it is at the end of a word. The syllabic nasal is pronounced in different ways, depending on the sounds around it, but it is always with the nasal passage open and *it always takes a full syllable's time*. The pronunciation of the syllabic nasal before *i*, *e*, *a*, *o*, *u*, *y*, *w*, *r*, *s*, *sh*, *z*, *h* and *f* or at the end of a word is nasalized with the back of the tongue lightly touching the top of the mouth.

de*n*-atsu	shi*n*rui
sa*n*-en	se*n*sei
ju*n*-i	shi*n*shitsu
ta*n*-on	ba*n*zai
te*n*-un	manne*n*hitsu

kin-yoobi
denwa
Nihonfuu
shirimasen

sampo
shimpai
kembutsu
sambashi
ammari
shimmai

hantai
kenchoo
sangatsu
kendoo
sanji
buntsuu
onna
denki

Besides the simple consonants, including ts, sh, and ch, the combined consonants ky, ny, hy, my, gy, by, py, and ry occur in the Japanese speech.

You make the sound ry by placing the back of the tongue in position to make the sound y, then very quickly moving just the tip of the tongue up and down to make the flap for the sound r.

These combined consonants are followed by a, u, or o. Note that each of the following represents only one syllable:

kya, kyu, kyo, nya, nyu, nyo,
hya, hyu, hyo, mya, myu, myo,
gya, gyu, gyo, bya, byu, byo,
pya, pyu, pyo, rya, ryu, ryo

The characteristic of Japanese double consonants -pp-, -tt-, -tch-, -kk-, -ss-, -ssh- is the special tenseness with which they are pronounced. It is as if the Japanese tighten up the throat in order to hold on and get in *that extra silent syllable* represented by the first of the consonants. The difference between long (double) and short (simple) consonants is just as important as the difference between long and short vowels:

ita	itta
uta	utta
soto	sotto
heta	hetta
moto	motto
ichi	itchi
ika	ikka
kasai	kassai
isho	issho
kako	kakko

5. Pitch Accent

In general, the pitch on the first syllable and the pitch on the second syllable of any word or phrase are different. If a high pitch occurs on the first syllable, a low pitch occurs on the second syllable; and if a low pitch occurs on the first syllable, a high pitch occurs on the second syllable in any word or phrase.

A high pitch may occur on *one* syllable or on a sequence of two or more syllables in a word or phrase. However, once the pitch drops from high to low, it never rises to a high pitch in the same word or phrase again.

Remember again that you can't learn the pronunciation of a language from the printed text alone. You must listen to the model and repeat after him until you can reproduce all the features of his pronunciation including the stress and intonation.

Lesson 1

A. Perception Drill.

1.	Ohayoo gozaimasu.	Good morning.
2.	kore	this
	sore	that, it
	are	that over there
	pen	pen
	kami	paper
	hon	book
	empitsu	pencil
	mannenhitsu	fountain pen
	desu	is, are
a.	Kore wa pen desu ka.	Is this a pen?
	hai	yes
b.	Hai, (sore wa) pen desu.	Yes, that's a pen.
3.	tsukue	desk
	isu	chair
	kokuban	blackboard
a.	Sore wa tsukue desu ka.	Is that a desk?
	iie	no
	ja arimasen	is not, are not
b.	Iie, (kore wa) tsukue ja arimasen.	No, this is not a desk.
	dewa	then
	nani	what?
	nan	what?

A. Perception Drill, continued.

	c.	Dewa, sore wa nan desu ka.	Then, what is that?
	d.	(Kore wa) isu desu.	This is a chair.
4.		mado	window
		doa	door
		dentoo	electric light
	a.	Are wa nan desu ka.	What's that over there?
	b.	(Are wa) mado desu.	That's a window.
		mo	also, too
	c.	Are mo mado desu ka.	Is that a window, too?
	d.	Hai, are mo mado desu.	Yes, that's a window, too.
	e.	Iie, are wa mado ja arimasen.	No, that's not a window.
5.		kabe	wall
		yuka	floor
		tenjoo	ceiling
	a.	Kore wa kabe desu ka.	Is this a wall?
	b.	Iie, kabe ja arimasen.	No, that's not a wall.
		ja	then
	c.	Ja, (kore wa) yuka desu ka.	Then, is this a floor?
	d.	Iie, yuka demo arimasen.	No, that's not a floor, either.
	e.	Ja, (kore wa) nan desu ka.	Then, what is this?
	f.	Tenjoo desu.	That's a ceiling.

Lesson 1

A. Perception Drill, continued.

6.		kuzukago	wastebasket
	a.	Kore wa kuzukago desu ka.	Is this a wastebasket?
		soo	so, right, correct
	b.	Hai, soo desu.	Yes, it is. (that's right)
7.		keijiban	bulletin board
	a.	Are wa keijiban desu ka.	Is that a bulletin board?
	b.	Iie, soo ja arimasen.	No, it isn't. (that's not right)
	c.	Dewa, are wa nan desu ka.	Then, what is it?
	d.	Kokuban desu.	It's a blackboard.

Lesson 1

B. Dialogue

Asking What It Is.

1. A: Ohayoo gozaimasu.

B: Ohayoo gozaimasu.

2. A: Kore wa pen desu ka.

B: Hai, (sore wa) pen desu.

3. A: Kore wa empitsu desu ka.

B: Hai, (sore wa) empitsu desu.

4. A: Kore wa kami desu ka.

B: Hai, soo desu.

5. A: Sore wa hon desu ka.

B: Hai, (kore wa) hon desu.

6. A: Sore wa isu desu ka.

B: Hai, (kore wa) isu desu.

7. A: Sore wa tsukue desu ka.

B: Hai, soo desu.

8. A: Are wa mado desu ka.

B: Hai, (are wa) mado desu.

9. A: Are wa doa desu ka.

B: Hai, (are wa) doa desu.

B. Dialogue, continued.

10. A: Are wa dentoo desu ka.
    B: Hai, soo desu.

11. A: Kore wa kabe desu ka.
    B: Hai, kabe desu.

12. A: Kore mo kabe desu ka.
    B: Iie, sore wa kabe ja arimasen.

13. A: Dewa, kore wa nan desu ka.
    B: Kokuban desu.

14. A: Kore mo kokuban desu ka.
    B: Iie, sore wa kokuban ja arimasen.

15. A: Ja, kore wa nan desu ka.
    B: Keijiban desu.

16. A: Are wa doa desu ka.
    B: Iie, doa ja arimasen. Mado desu.

17. A: Dewa, are mo mado desu ka.
    B: Iie, are wa mado ja arimasen.

18. A: Are wa yuka desu ka.
    B: Iie, soo ja arimasen.

19. A: Ja, are wa nan desu ka.
    B: Kabe desu.

B. Dialogue, continued.

20. A: Are mo kabe desu ka.

    B: Iie, are wa kabe ja arimasen. Tenjoo desu.

21. A: Are wa kuzukago desu ka.

    B: Iie, kazukago ja arimasen.

22. A: Dewa, are wa empitsu desu ka.

    B: Iie, empitsu demo arimasen.

23. A: Dewa, are wa nan desu ka.

    B: (Are wa) mannenhitsu desu.

Lesson 1

C. English Equivalents, Dialogue.

1. A: Good morning.

B: Good morning.

2. A: Is this a pen?

B: Yes, that's a pen.

3. A: Is this a pencil?

B: Yes, that's a pencil.

4. A: Is this (a sheet of) paper?

B: Yes, it is. (That's right.)

5. A: Is that a book?

B: Yes, this is a book.

6. A: Is that a chair?

B: Yes, this is a chair.

7. A: Is that a desk?

A: Yes, it is. (That's right.)

8. A: Is that a window?

B: Yes, that's a window.

9. A: Is that a door?

B: Yes, that's a door.

Lesson 1

C. English Equivalents, Dialogue, continued.

10. A: Is that an electric light?
B: Yes, it is.

11. A: Is this a wall?
B: Yes, that's a wall.

12. A: Is this a wall, too?
B: No, that's not a wall.

13. A: Then, what is this?
B: That's a blackboard.

14. A: Is this a blackboard, too?
B: No, that's not a blackboard.

15. A: Then, what is this?
B: That's a bulletin board.

16. A: Is that a door?
B: No, that isn't a door. It's a window.

17. A: Then, is that a window, too?
B: No, that isn't a window. It's an electric light.

18. A: Is that a floor?
B: No, it isn't.

C. English Equivalents, Dialogue, continued.

19. A: Then, what is that?

B: It's a wall.

20. A: Is that a wall, too?

B: No, that's not a wall, either. That's a ceiling.

21. A: Is that a wastebasket?

B: No, that's not a wastebasket.

22. A: Then, is that a pencil?

B: No, that's not a pencil, either.

23. A: Then, what is that?

B: That's a fountain pen.

D. Grammar Notes.

1. Kore, sore, are:

a. Kore, sore, and are are demonstrative pronouns.

(1) Kore meaning 'this (thing)' indicates something close at hand to the speaker.

(2) Sore meaning 'that (thing)' or 'it' indicates something away from the speaker but close to the person spoken to.

(3) Are meaning 'that (thing over there)' indicates something distant from the persons speaking and spoken to.

b. Kore, sore and are are also used in the plural by themselves, e.g.,

Sore wa pen desu. 'Those (they) are pens.'

2. Particles.

In Japanese, the relationships between words, phrases and clauses are indicated to a large extent by particles. These are sometimes called postpositions because they always occur after the words, phrases or clauses that they govern. Actually in pronunciation, the word, phrase or clause and the particle are pronounced as though they were one unit. Most particles have more than one function and/or meaning. The different uses of the particles will be dealt with as they appear in the subsequent lessons.

3. *wa*

The particle *wa* has no definite English equivalent. In most cases it serves to set off the topic or single out a word, phrase, or clause about which a further statement is made. Words, phrases, or clauses followed by the particle *wa*, therefore, are placed normally at the beginning of sentences.

4. *ka*

Ka is the question particle. A Japanese sentence ending with *ka* is a question. Any statement can be made into a question without changing the word order simply by adding *ka*, e.g.,

Kore wa hon desu.	'This is a book.'
Kore wa hon desu ka.	'Is this a book?'
Kore wa nan desu ka.	'What's this?'
Sore wa isu desu.	'That's a chair.'

Therefore, all sentences ending with *ka* are questions, but not all questions end with the question particle *ka*, e.g.,

Kore wa nan desu.	'What's this?'

Other examples of questions without ending with *ka* will be dealt with as they appear in the course.

D. Grammar Notes, continued.

5. Nouns

a. Inflection. Japanese nouns are not inflected.

b. Number. Japanese nouns do not have different singular and plural forms like 'pen' and 'pens', 'knife' and 'knives', 'foot' and 'feet', and 'child' and 'children.' It is normally possible to determine what is meant or being referred to by context. However, there are suffixes and other devices to express plurality when necessary. These devices will be dealt with later.

c. Gender. Japanese nouns do not have masculine, feminine and neuter genders.

d. Articles. Japanese nouns are not preceded by articles, such as 'a', 'an' and 'the' as in English. Thus, hon means 'book', 'books', 'a book', 'the book' or 'the books', depending on the context.

6. desu and ja arimasen

Desu, meaning 'is, are, am', is a copula or linking verb. Its negative form is ja arimasen, meaning 'is not, are not, or am not.' In English a linking verb connects the subject with the predicate noun or adjective. That is, in English the predicate noun or adjective is placed after the copula, but in Japanese it is placed before the copula.

D. Grammar Notes, continued.

7. mo

The particle mo is used to single out an additional item that is similar to something already stated and it means 'also', 'too', 'as well', '(not) either'. Following nouns (and pronouns), it replaces the particle wa, e.g.,

Kore wa kuzukago desu.	'This is a wastebasket.'
Kore mo kuzukago desu.	'This is a wastebasket, too.'
Kore mo kuzukago ja arimasen.	'This is not a wastebasket, either.'

Ja arimasen (the negative of desu) is actually a contracted form of dewa arimasen, meaning 'is not, are not, or 'am not.' The form demo arimasen replaces wa of dewa arimasen with mo and it means 'isn't --, either', 'aren't-- either' or 'am not --, either.'

E. Exercises and Conversation.

1. Change each of the following sentences to the negative:

a. Hon desu.
b. Kuzukago desu.
c. Dentoo desu.
d. Soo desu.
e. Kore mo isu desu.
f. Sore mo keijiban desu.

2. Change each of the following sentences meaning "it is Y" to the corresponding sentences meaning "it is not Y, either":

a. Kokuban desu.
b. Tsukue desu.
c. Mannenhitsu desu.
d. Pen desu.
e. Doa desu.

3. Change each of the following sentences meaning "this is X" to the corresponding sentences meaning "this, too, is X," or "this is X, too":

a. Kore wa empitsu desu.
d. Kore wa kabe desu.
c. Kore wa tenjoo desu.
d. Kore wa yuka desu.

E. Exercises and Conversation, continued.

e. Kore wa mado desu.

4. Give HAI and IIE answers for each of the following questions:

a. Kore wa isu desu ka.

b. Kore wa empitsu desu ka.

c. Sore wa hon desu ka.

d. Sore wa tsukue desu ka.

e. Are wa mado desu ka.

f. Are wa keijiban desu ka.

5. Mr. Yamada asks you what it is. You answer that:

a. It's a pen.

b. It's a wastebasket.

c. This is a pencil.

d. This is a book.

e. That is a (sheet of) of paper.

f. That is a blackboard.

g. That (over there) is a window.

h. That (over there) is a bulletin board.

6.

	Mr. Yamada asks:	You answer:
a.	If it's an electric light.	Yes, it is.
b.	If it's a wall.	No, it's not.

E. Exercises and Conversation, continued.

c.	If this is a door.	Yes, that's a door.
d.	If that's a window.	No, this isn't a window. This is a bulletin board.
e.	If this is a bulletin board, too.	No, that isn't a bulletin board.
f.	Then if this is a wall.	No, that isn't a wall, either.
g.	Then what it is.	It's a ceiling.

Lesson 2

A. Perception Drill.

1.	Konnichi wa.	Good day, good afternoon.
2.	Ogenki desu ka.	How are you?
3.	Okagesama de.	Thanks to you, or thank you for asking.
4.	kono	this (pre-substantive)
	sono	that, its (pre-substantive)
	ano	that over there (pre-substantive)
	ito	thread
	nawa	rope
	nagai	long (I-adj)
	mijikai	short (I-adj)
	ookii	large, big (I-adj)
	chiisai	small (I-adj)
a.	Kono ito wa nagai desu ka.	Is this thread long?
b.	Hai, nagai desu.	Yes, it's long.
5.	kutsu	shoe
	ookiku wa arimasen.	is not big
	chiisaku wa arimasen	is not small
a.	Kono kutsu wa ookii desu ka.	Are these shoes big?
b.	Iie, sono kutsu wa ookiku wa arimasen. Chiisai desu.	No, those shoes are not big. They are small.

A. Perception Drill, continued.

6.	donna	what sort of
	iro	color
	aoi	blue (I-adj)
	shiroi	white (I-adj)
	kuroi	black (I-adj)
	kiiroi	yellow (I-adj)
	akai	red (I-adj)
a.	Kono kami wa donna iro desu ka.	What color is this paper?
b.	Sono kami wa aoi desu.	That paper is blue.
7.	usui	thin (I-adj)
	atsui	thick (I-adj)
	ne	isn't it?
a.	Kono hon wa usui desu ne.	This book is thin, isn't it?
b.	Hai, usui desu.	Yes, it's thin.
8.	tokei	clock, watch
a.	Kore wa ookii tokei desu ka.	Is this a large clock?
b.	Hai, ookii tokei desu.	Yes, it's a large clock.
c.	Iie, ookii tokei ja arimasen.	No, it's not a large clock.
9.	booshi	hat
a.	Kore wa booshi desu ka, kutsu desu ka.	Is this a hat or (is it) a shoe?
b.	Booshi desu.	It's a hat.

Lesson 2

A. Perception Drill, continued.

10.	mata	again
	ashita	tomorrow
a.	Dewa, mata ashita.	Then, see you again tomorrow.
b.	Sayo(o)nara	Good bye.

Lesson 2

B. Dialogue.

Describing

1. A: Konnichi wa.
   B: Konnichi wa.

2. A: Ogenki desu ka.
   B: Hai, okagesama de.

3. A: Kore wa nawa desu ka.
   B: Hai, soo desu.

4. A: Kore mo nawa desu ka.
   B: Iie, sore wa nawa ja arimasen. Ito desu.

5. A: Kono nawa wa nagai desu ka.
   B: Hai, sono nawa wa nagai desu.

6. A: Kono ito mo nagai desu ka.
   B: Iie, sono ito wa nagaku wa arimasen.

7. A: Dewa, kono ito wa mijikai desu ne.
   B: Hai, mijikai desu.

8. A: Ano hon wa atsui desu ka.
   B: Iie, ano hon wa atsuku wa arimasen.

9. A: Dewa, ano hon wa usui desu ka.
   B: Hai, usui desu.

B. Dialogue, continued.

10. A: Sono hon mo usui desu ka.
B: Iie, kono hon wa atsui desu.

11. A: Sono atsui hon wa donna iro desu ka.
B: Kono atsui hon wa aoi desu.

12. A: Ano usui hon mo aoi desu ka.
B: Iie, ano usui hon wa aoku wa arimasen. Akai desu.

13. A: Sono atsui hon wa ookii desu ka, chiisai desu ka.
B: Kono atsui hon wa ookii desu.

14. A: Kore wa shiroi kami desu ka.
B: Hai, sore wa shiroi kami desu.

15. A: Kono kami mo shiroi desu ka.
B: Iie, sono kami wa shiroku wa arimasen. Kuroi desu.

16. A: Kore wa donna ito desu ka.
B: Sore wa kiiroi ito desu.

17. A: Kono kiiroi ito wa nagai desu ka.
B: Iie, sono kiiroi ito wa nagaku wa arimasen. Mijikai desu.

18. A: Are wa chiisai tokei desu ka.
B: Iie, are wa chiisai tokei ja arimasen. Ookii tokei desu.

B. Dialogue, continued.

19. A: Sono kutsu wa donna iro desu ka.
    B: Kuroi desu.

20. A: Sore wa chiisai kutsu desu ka.
    B: Iie, chiisai kutsu ja arimasen. Ookii kutsu desu.

21. A: Are wa kutsu desu ka, booshi desu ka.
    B: Booshi desu.

22. A: Dewa, mata ashita. Sayo(o)nara.
    B: Sayo(o)nara.

Lesson 2

C. English Equivalents, Dialogue.

1. A: Good day.

B: Good day.

2. A: How are you?

B: (I'm fine,) thank you.

3. A: Is this a rope?

B: Yes, it is.

4. A: Is this a rope, too?

B: No, it's not a rope. It's a thread.

5. A: Is this rope long?

B: Yes, that rope is long.

6. A: Is this thread also long?

B: No, that thread is not long.

7. A: Then, this thread is short, isn't it?

B: Yes, it's short.

8. A: Is that book thick?

B: No, that book is not thick.

9. A: Then, is that book thin?

B: Yes, it's thin.

C. English Equivalents, Dialogue, continued.

10. A: Is that book thin, too?
B: No, this book is thick.

11. A: What color is that thick book?
B: This thick book is blue.

12. A: Is that thin book blue, too?
B: No, that thin book is not blue. It's red.

13. A: Is that thick book large or is it small?
B: This thick book is large.

14. A: Is this a (sheet of) white paper?
B: Yes, it is a (sheet of) white paper.

15. A: Is this paper white, too?
B: No, that paper is not white. It's black.

16. A: What sort of thread is this?
B: It's a yellow thread.

17. A: Is this yellow thread long?
B: No, that yellow thread is not long. It's short.

18. A: Is that a small clock?
B: No, that's not a small clock. That's a large clock.

C. English Equivalents, Dialogue, continued.

19. A: What color are those shoes?

B: It's black.

20. A: Are they small shoes?

B: No, they are not small shoes. They are large shoes.

21. A: Are those shoes or hats?

B: They are hats.

22. A: Then, see you again tomorrow. Goodbye.

B: Goodbye.

D. Grammar Notes.

1. Kono, sono, ano.

In Japanese all modifiers occur in front of the words which they modify.

Kono 'this', sono 'that, its', and ano 'that --- over there' are called pre-substantives and they always occur immediately before nouns that they modify. Therefore, they function as one kind of adjectival modifier, e.g.,

kono hon	'this book'
sono kutsu	'that shoe'
ano booshi	'that hat (over there)'

As in the case of demonstrative pronouns kore, sore, and are,

a. kono is used to point to or single out something or someone close at hand to the speaker.

b. sono is used to point to or single out something or someone away from the speaker but close to the person spoken to, and

c. ano is used to point to or single out something or someone distant from the persons speaking and spoken to.

2. I-adjectives.

a. Attributive use.

I-adjectives inflect according to what part of speech (or word class) they immediately precede. When they occur attributively in front of nouns, they end with one of the following four vowel sequences:

--- ai, --- ii, --- ui, --- oi

Thus, the attributive form of the I-adjectives ends with the syllable i.

Examples:

akai booshi	'red hat'
ookii tokei	'large clock'
usui hon	'thin book'
shiroi kami	'white paper'

It is customary to refer to I-adjectives by their attributive forms, and these are the forms under which I-adjectives are entered in dictionaries.

b. Predicate use.

The attributive form of I-adjectives can be used also predicatively to conclude sentences without changing the form. I-adjectives incorporate within themselves the sense of the copula 'to be': therefore, kuroi means 'to be black'. In other words, kuroi kutsu means either 'a black shoe' or 'a shoe which is black', and kono kutsu wa kuroi is a complete sentence and it means 'This shoe is black.' However, this predicative use of I-adjective by itself to conclude a sentence is too informal for ordinary polite speech, and therefore it is followed

D. Grammar Notes, continued.

by the copula desu to change the informal speech to the corresponding formal or polite speech.

Examples:

Kono nawa wa nagai. (informal)

'This rope is long.'

Kono nawa wa nagai desu. (formal)

'This rope is long.'

c. The negative of I-adjectives.

The negative of I-adjectives, when used predicatively in formal speech, is formed by changing the final syllable i to ku and adding wa arimasen in place of desu, e.g., chiisai desu. 'It's small.' Chiisaku wa arimasen. 'It's not small.'

The particle wa in the above example is optional; however, it is normally used to emphasize the negative.

Other inflected forms of I-adjectives will be dealt with as they appear in the course.

3. Donna

The word nan or nani is a question word and it is generally used to ask for the identity of a thing or person, but the word donna is a question pre-substantive and it is normally used attributively to ask for the description of a thing or person. That is, the word donna occurs generally in front of a noun and it means 'what sort of' or 'what kind of' as in the following examples:

A: Sore wa donna hon desu ka.

'What sort of book is it?'

B: Atsui hon desu.

'It's a thick book.'

A: Sore wa donna iro desu ka.

'What (sort of) color is it?'

B: Aoi desu.

'It's blue.'

4. --- ka, --- ka.

Alternative questions are very common in Japanese. The particle ka is used after each of two clauses to show that the state, the action or the identity is restricted to one or the other of the two, and the meaning of 'or' is implied in the first ka.

Examples:

Kore wa pen desu ka, empitsu desu ka.

'Is this a pen or (is it) a pencil?'

Kono tokei wa ookii desu ka, chiisai desu ka.

'Is this clock big or (is it) small?'

5. --- ne.

The particle ne pronounced on a high (not rising) pitch level and ending abruptly is used at the end of a sentence when the speaker wants to express his feeling politely that the person spoken to is of the same opinion. Therefore, the speaker normally expects hai from the person spoken to, e.g.,

A: Ookii kutsu desu ne.
'It's a big shoe, isn't it?'
B: Hai, soo desu.
'Yes, it is.'

E. Exercises and Conversation.

1. Ask your friend if the pencil you are holding is:
    a. long
    b. short
    c. red
    d. yellow
    e. blue
    f. black

2. In reply, you want to tell your friend that the pencil is not:
    a. long
    b. short
    c. red
    d. yellow
    e. blue
    f. black

3. Ask your friend what color each of the following objects is:
    a. the hat (near him)
    b. the rope (near you)
    c. the book (near you)
    d. the piece of paper (away from you and him)
    e. the fountain pen (near him)
    f. the blackboard (away from you and him)
    g. the shoes (near him)

E. Exercises and Conversation, continued.

h. the thread (near you)

4. Ask your friend if the shoes (away from you and your friend) are:

   a. black or white

   b. large or small

   c. red or blue

5. Compose an alternative question for each pair of questions given below:

   (1) Are wa pen desu ka.

   Are wa mannenhitsu desu ka.

   (2) Kore wa mado desu ka.

   Kore wa doa desu ka.

   (3) Sore wa kuroi booshi desu ka.

   Sore wa aoi booshi desu ka.

   (4) Kore wa ookii isu desu ka.

   Kore wa chiisai isu desu ka.

6. Express your feeling politely to your friend that he is of the same opinion that what he has is:

   a. not long

   b. a short rope

   c. a watch

   d. a large hat

E. Exercises and Conversation, continued.

e. blue pen

f. not short

g. a small shoe

h. a thick book

i. a thin sheet of paper

j. a yellow pencil

Lesson 3

A. Perception Drill.

1.	Komban wa.	Good evening.
2.	watakushi	I
	anata	you
	kata	person
	ano kata	he, she
	sono kata	he, she
	kono kata	he, she
a.	Watakushi wa nan desu ka.	What am I?
	sensei	teacher, instructor
	seito	student
	chuutai	company (mil.)
	chuutai-choo	company commander
b.	Anata wa sensei desu.	You are a teacher.
3.	anatagata or minasan	you (all)
	watakushitachi	we
	ano katatachi	they
	sono katatachi	they
	kono katatachi	they, these people
	gunjin	soldier, military personnel
a.	Minasan wa nan desu ka.	What are you?
b.	Watakushitachi wa gunjin desu.	We are soldiers.

Lesson 3

A. Perception Drill, continued.

4.	anata no	your, yours
	anatagata no or minasan no	your, yours
	watakushi no	my, mine
	watakushitachi no	our, ours
	ano kata no	his
	ano katatachi no	their, theirs
	sono kata no	his
	sono katatachi no	their, theirs
	kono kata no	his
	kono katatachi no	their, theirs
	dare or donata	who?
	dare no or donata no	whose?
	tomodachi	friend
	otomodachi	(your, his or their) friend
a.	Tanaka-san wa anata no otomodachi desu ka.	Is Mr. Tanaka your friend?
b.	Hai, Tanaka-san wa watakushi no tomodachi desu.	Yes, Mr. Tanaka is my friend.
5.	Nihon or Nippon	Japan
	Nihongo or Nippongo	Japanese language
	Furansu	France
	Furansugo	French language
	Eigo	English

Lesson 3

A. Perception Drill, continued.

a.	Anata wa nan no sensei desu ka.	What are you an instructor of?
b.	Watakushi wa Nihongo no sensei desu.	I'm an instructor of the Japanese language.
6.	kaikyuu	rank
	tai-i	captain
	chuui	first lieutenant
	shooi	second lieutenant
a.	Anata no kaikyuu wa nan desu ka.	What's your rank?
b.	Watakushi no kaikyuu wa tai-i desu.	My rank is captain.
7.	minna	all
	Beikoku	U. S. A.
	gakkoo	school
a.	Minna Beikoku no gunjin desu ka.	Are they all U. S. military personnel?
b.	Hai, soo desu.	Yes, they are.
8.	-san	Mr., Mrs., Miss
a.	Tanaka-san wa gunjin desu ka.	Is Mr. Tanaka a soldier?
b.	Iie, soo ja arimasen.	No, he is not.
9.	Sayonara or Sayoonara	Goodbye.
10.	Oyasuminasai.	Good night.

Lesson 3

B. Dialogue.

Asking Whose It Is.

1. A: Komban wa.
   B: Komban wa.

2. A: Watakushi wa nan desu ka.
   B: Anata wa sensei desu.

3. A: Nan no sensei desu ka.
   B: Nihongo no sensei desu.

4. A: Donata no sensei desu ka.
   B: Watakushitachi no sensei desu.

5. A: Anatagata no sensei wa dare desu ka.
   B: Anata desu.

6. A: Dewa, minasan wa watakushi no seito desu ne.
   B: Hai, soo desu.

7. A: Anata wa nan no seito desu ka.
   B: Nihongo no seito desu.

8. A: Ano katatachi mo Nihongo no seito desu ka.
   B: Iie, ano katatachi wa Eigo no seito desu.

9. A: Sono kata wa anata no otomodachi desu ka.
   B: Hai, kono kata wa watakushi no tomodachi desu.

B. Dialogue, continued.

10. A: Kono katatachi mo anata no otomodachi desu ka.

B: Hai, sono katatachi mo watakushi no tomodachi desu.

11. A: Ano kata wa gunjin desu ne.

B: Hai, soo desu.

12. A: Ano kata no kaikyuu wa nan desu ka.

B: Tai-i desu.

13. A: Sono kata no kaikyuu wa nan desu ka.

B: Kono kata no kaikyuu wa chuui desu.

14. A: Ano kata no kaikyuu wa.

B: Shooi desu.

15. A: Buraun-tai-i wa anata no chuutai-choo desu ka.

B: Hai, soo desu. Watakushi no chuutai-choo desu.

16. A: Guriin-tai-i wa donata no chuutai-choo desu ka.

B: Paakaa-san no chuutai-choo desu.

17. A: Kono gakkoo no seito wa minna gunjin desu ka.

B: Hai, soo desu. Minna Beikoku no gunjin desu.

18. A: Sayonara. Oyasuminasai.

B: Oyasuminasai.

Lesson 3

C. English Equivalents, Dialogue.

1. A: Good evening.
   B: Good evening.

2. A: What am I?
   B: You are a teacher.

3. A: What am I a teacher of?
   B: You are a teacher of the Japanese language.

4. A: Whose teacher am I?
   B: You are our teacher.

5. A: Who is your teacher?
   B: Our teacher is you.

6. A: Then, you are my students, aren't you?
   B: Yes, we are.

7. A: What are you a student of?
   B: I'm a student of the Japanese language.

8. A: Are they also students of the Japanese language?
   B: No. They are students of the English language.

9. A: Is he your friend?
   B: Yes, he is my friend.

10. A: Are these persons your friends, too?
    B: Yes, they are also my friends.

C. English Equivalents, Dialogue, continued.

11. A: He is a soldier, isn't he?

B: Yes, he is.

12. A: What's his rank?

B: Captain.

13. A: What's his rank?

B: His rank is first lieutenant.

14. A: How about his rank?

B: Second lieutenant.

15. A: Is Captain Brown your company commander?

B: Yes, he is. He is my company commander.

16. A: Whose company commander is Captain Green?

B: He is Parker's company commander.

17. A: Are the students of this school all military personnel?

B: Yes, they are. They are all U. S. military personnel.

18. A; Goodbye. Good night.

B: Good night.

Lesson 3

D. Grammar Notes.

1. Personal Pronouns.

Although Japanese nouns (like hon, isu) do not have the singular and the plural forms as was explained previously, Japanese personal pronouns are by themselves singular. The singular personal pronouns in ordinary polite speech are as follows:

watakushi (or watashi)	'I'
anata	'you'
kono kata	'he, she, this person'
sono kata	'he, she, that person'
ano kata	'he, she, that person over there'

The word kata means 'a person' and it is often used with the prefix o which is a sign of deference in polite speech.

The plural forms of these polite personal pronouns are formed by combining the singular personal pronouns with their respective personal plural suffixes, e.g.,

watakushi-tachi (or watashi-tachi)	'we'
anata-gata	'you (all)'
kono kata-tachi	'they'
sono kata-tachi	'they'
ano kata-tachi	'they'

Lesson 3

D. Grammar Notes, continued.

Other "familiar" or "plain" personal pronouns will be introduced later in the course.

As was mentioned previously, the relation of nouns and pronouns to other words in the sentence is shown by a particle. In other words, the case (like nominative, objective, possessive, etc.) of a noun or a pronoun is governed by the particle that immediately follows it. For example, watakushi means either 'I', 'my', 'me', or 'mine' depending on the particle that follows it.

The particle wa normally (but not always) places the preceding noun or pronoun in the nominative case (or subject).

2. Particle no to denote possession.

The particle no is used immediately after animate or inanimate objects to denote possession, e.g.,

watakushi no hon	'my book'
anata no kaikyuu	'your rank'
ano kata no booshi	'his hat'
Buraun-san no pen	'Mr. Brown's pen'
dare no pen	'whose pen?'
kabe no iro	'the color of the wall'

3. Particle no to form NO-adjectives.

Placed between two nouns, the particle no usually

2

makes the first noun the modifier of the second noun, e.g.,

Nihongo no sensei	'Japanese language instructor' or 'instructor of the Japanese language'
Beikoku no gunjin	'U. S. military personnel' or 'military personnel of the U. S. A.'
nan no sensei	'instructor of what?'

4. Elliptical expression.

One of the most notable characteristics of the Japanese language is the omission (ellipsis) of everything understood, e.g.,

A: Anata no kaikyuu wa nan desu ka.
'What's your rank?'
B: Tai-i desu.
'Captain.'

A: Ano kata no (kaikyuu) wa.
'How about his rank?'
B: Chuui desu.
'First Lieutenant.'

5. minna

The word minna is normally used as an adverb of quantity, and it is, therefore, not generally used to modify nouns, e.g.,

D. Grammar Notes, continued.

Seito wa minna gunjin desu.

'All the students are military personnel.'

The word minasan is derived from minna, and it means 'you (all), everybody'.

Lesson 3

E. Exercises and Conversation.

1. Substitute the word watakushi in the following sentence with the words given in Column A. Then answer each of the questions thus formed, using the words in Column B.

Watakushi wa nan desu ka.

Column A	Column B
anata	sensei
ano kata	chuutai-choo
sono kata	gunjin
kono kata	seito
watakushitachi	
anata gata	
ano katatachi	
sono katatachi	
kono katatachi	

2. Tell your friend that he is:
   - a. your friend
   - b. my teacher
   - c. our company commander
   - d. my student

E. Exercises and Conversation, continued.

3. Ask your friend if he is:
   a. a Japanese language teacher
   b. a U. S. soldier
   c. a student of this school
   d. everybody's teacher
   e. a teacher of what (subject)
   f. whose student

4. Change each of the following sentences to the corresponding negative statement:
   a. Watakushi wa anatagata no sensei desu.
   b. Ano seito wa ookii desu.
   c. Chuutai-choo wa shooi desu.
   d. Ano kata no kaikyuu wa chuui desu.
   e. Sono kata no otomodachi wa chiisai desu.
   f. Kono kata no booshi wa akai desu.
   g. Ano kata-tachi no tsukue wa shiroi desu.
   h. Watakushi-tachi no isu wa chiisai desu.
   i. Watakushi-tachi no gakkoo wa ookii desu.
   j. Ano kata no seito wa gunjin desu.

5. Ask your friend:
   a. what he is a teacher of
   b. whose teacher he is
   c. if he is a Japanese language teacher
   d. if he is a school teacher

Lesson 3

E. Exercises and Conversation, continued.

e. if he is our company commander

6. Ask and answer questions using the following table.

	is	
Mr. Tanaka	a teacher	teaches Japanese
Capt Braun	a company commander	a commander of "A" company
Miss Yamada	a student	Mr. Tanaka's student

Lesson 4

A. Perception Drill.

1.	uwagi	coat, jacket
	zubon	trousers
	ka	or
a.	Kore wa nan desu ka.	What's this?
b.	Uwagi ka zubon desu.	That's a coat or (a pair of) trousers.
2.	zasshi	magazine
	shimbun	newspaper
	to	and
a.	Are wa nan desu ka.	What are they?
b.	Zasshi to shimbun desu.	They are a magazine and a newspaper.
3.	nekutai	necktie
	hankechi (or hankachi)	handkerchief
	chokki	vest
	de	is --- and
a.	Sore wa nan desu ka.	What are they?
b.	Kore wa nekutai de, kore wa hankechi desu.	This is a necktie and this is a handkerchief.
c.	Kore wa chokki de, iro wa aoi desu.	This is a vest and the color is blue.
4.	ooba	overcoat
	bando	belt
	kaban	briefcase
	--- mo --- mo	both

Lesson 4

A. Perception Drill, continued.

a.	Ooba mo uwagi mo ookii desu ka.	Are both the overcoat and the jacket big?
b.	Hai, ooba mo uwagai mo ookii desu.	Yes, both the overcoat and the jacket are big.
c.	Iie, ooba mo uwagi mo ookiku wa arimasen.	No, both the overcoat and the jacket are not big. or No, neither the overcoat nor the jacket is big.
5.	kutsushita	sock, stocking
	tebukuro	glove
	waishatsu	shirt
	ga	but
a.	Kutsushita mo tebukuro mo kuroi desu ka.	Are both the socks and gloves black?
b.	Iie, kutsushita wa kuroi desu ga, tebukuro wa shiroi desu.	No, the socks are black, but the gloves are white.
6.	kochira or kotchi	this (side)
	sochira or sotchi	that (side)
	achira or atchi	that (side over there)
	dochira or dotchi	which (of two)?
	dochira mo or dotchi mo	both
a.	Kochira mo sochira mo shiroi desu ka.	Are both this and that white?
b.	Hai, dochira mo shiroi desu.	Yes, both of them are white.

Lesson 4

A. Perception Drill, continued.

c.	**Iie, dochira mo shiroku wa arimasen.**	**No, neither is white.**
7.	**yoku**	**well**
	dekimashita	**done**
a.	**Yoku dekimashita.**	**You did well.**
b.	**Arigatoo gozaimasu.**	**Thank you.**

Lesson 4

B. Dialogue.

Connecting Two or More Items.

1. A: Kore wa nan desu ka.

   B: Ooba desu.

2. A: Kore mo ooba desu ka.

   B: Iie, uwagi desu.

3. A: Kono uwagi wa donna iro desu ka.

   B: Aoi desu.

4. A: Kono zubon mo aoi desu ka.

   B: Iie, aoku wa arimasen.

5. A: Dewa, donna iro desu ka.

   B: Shiroi desu.

6. A: Kore wa nan desu ka.

   B: Kutsushita ka nekutai desu.

7. A: Dochira desu ka.

   B: Nekutai desu.

8. A: Donna iro desu ka.

   B: Akai desu.

9. A: Kore wa nan desu ka.

   B: Tebukuro to hankechi desu.

Lesson 4

B. Dialogue, continued.

10. A: Tebukuro mo hankechi mo kuroi desu ka.

B: Iie, tebukuro wa kuroi desu ga, hankechi wa shiroi desu.

11. A: Kore to kore wa nan desu ka.

B: Kochira wa kaban de, sochira wa bando desu.

12. A: Kaban mo bando mo shiroi desu ka.

B: Iie, kabano mo bando mo shiroku wa arimasen. Dochira mo kuroi desu.

13. A: Kore wa nan desu ka.

B: Waishatsu to chokki desu.

14. A: Waishatsu to chokki wa dochira mo kiiroi desu ka.

B: Iie, dochira mo kiiroku wa arimasen.

15. A: Kore to are wa nan desu ka.

B: Sochira wa shimbun de, achira wa zasshi desu.

16. A: Kore wa Eigo no shimbun desu ka, Nihongo no shimbun desu ka.

B: Eigo no shimbun desu.

17. A: Zasshi mo shimbun mo atsui desu ka.

B: Iie, zasshi wa atsui desu ga, shimbun wa usui desu.

18. A: Yoku dekimashita.

B: Arigatoo gozaimasu.

C. English Equivalents, Dialogue.

1. A: What's this?

   B: That's an overcoat.

2. A: Is this an overcoat, too?

   B: No, that's a jacket (coat).

3. A: What color is this jacket?

   B: It's blue.

4. A: Is this (pair of) trousers blue, too?

   B: No, it's not blue.

5. A: Then, what color is it?

   B: It's white.

6. A: What's this?

   B: It's either (a pair of) socks or a necktie.

7. A: Which (one) is it?

   B: It's a necktie.

8. A: What color is it?

   B: It's red.

9. A: What are these?

   B: They are (a pair of) gloves and a handkerchief.

C. English Equivalents, Dialogue, continued.

10. A: Are both the gloves and the handkerchief black?

B: No, the gloves are black, but the handkerchief is white.

11. A: What are these?

B: This is a briefcase and that is a belt.

12. A: Are both the briefcase and the belt white?

B: No, neither the briefcase nor the belt is white. Both of them are black.

13. A: What are these?

B: They are a shirt and a vest.

14. A: Are both the shirt and the vest yellow?

B: No, neither one is yellow.

15. A: What are this and that?

B: That is a newspaper and that is a magazine.

16. A: Is this an English newspaper or (is it) a Japanese newspaper?

B: It's an English newspaper.

17. A: Are both the magazine and the newspaper thick?

B: No, the magazine is thick, but the newspaper is thin.

18. A: You did well.

B: Thank you.

Lesson 4

D. Grammar Notes.

1. ka

You have learned that two questions occurring within a sentence with the pattern ---- ka, ---- ka are alternate questions, e.g.,

Kore wa tokei desu ka, dentoo desu ka.

'Is this a clock, or is it an electric light?'

You have also learned that the particle ka is a sort of audible question mark occurring at the end of a sentence.

The particle ka also occurs within a sentence after a noun or pronoun with the meaning 'or', e.g.,

Kore wa uwagi ka chokki desu.

'This is a coat or vest.'

2. to

To is also a particle, and it has many different functions. One of them is that it occurs between two nouns (or pronouns) with the meaning 'and'. That is, the particle to indicates that the noun (or pronoun) to which it is attached is in a series of nouns (or pronouns), all named, e.g.,

Kore wa shimbun to zasshi desu.

'These are newspapers and magazines.'

It may or may not be attached to the last noun (or pronoun) mentioned, e.g.,

D. Grammar Notes, continued.

anato to watakushi (to)

'you and I'

hankechi to nekutai (to)

'a handkerchief and a necktie'

Thus, the particle to is used to join only nouns and pronouns in a sentence and not other inflecting words such as adjectives and verbs.

The other uses of to and other kinds of conjunctions will be introduced in subsequent lessons.

3. de

The ways in which two sentences are combined into a compound sentence differ depending upon the kind of the first sentence or non-final clause. When the first sentence ends in a noun or pronoun plus desu, the copula desu 'is, am, are' is changed to de which not only retains the original meaning of desu, but also gives the additional notion 'and', e.g.,

a. Kore wa empitsu desu. Kore wa pen desu.
'This is a pencil.' 'This is a pen.'

Kore wa empitsu de, kore wa pen desu.
'This is a pencil and this is a pen.'

b. Kore wa chokki desu. Iro wa aoi desu.
'This is a vest.' 'The color is blue.'

Kore wa chokki de, iro wa aoi desu.
'This is a vest and the color is blue.'

D. Grammar Notes, continued.

Other ways of constructing compound sentences will be introduced later in the course.

4. ---- mo ---- mo

When used after each of two nouns (or pronouns) in a sentence ending with an affirmative verb, the particle mo expresses 'both -- and --.' When so used in a sentence ending with a negative verb, it may be interpreted as 'neither --- nor ---', e.g.,

a. Kaban mo bando mo kuroi desu ka.
'Are both the briefcase and the belt black?'

b. Hai, kaban mo bando mo kuroi desu.
'Yes, both the briefcase and the belt are black.'

c. Iie, kaban mo bando mo kuroku wa arimasen.
'No, both the briefcase and the belt are not black.'

or

'Neither the briefcase nor the belt is black.'

5. dochira mo or dotchi mo

The word dochira (or dotchi) is a question word meaning 'which (of two)?' The combination dochira mo (or dotchi mo) means 'both', e.g.,

D. Grammar Notes, continued.

a. Waishatsu to hankechi wa dochira mo shiroi desu.

'Both the shirt and the handkerchief are white.'

b. Dotchi mo kuroku wa arimasen.

'Both are not black.'

or

'Neither is black.'

Like kore, sore and are, dochira (or dotchi) also completes a set of ko, so, a and do pronouns:

kochira (or kotchi)	this (thing or person)
sochira (or sotchi)	that (thing or person)
achira (or atchi)	that (thing or person over there)
dochira (or dotchi)	which (of two things or persons)?

6. ga

The particle ga has several uses. Coming between two independent clauses of a compound sentence, it functions as a conjunction to connect the two clauses, and means 'but' or 'and'. It means 'but' when the clauses express two opposing or contrasting ideas. But when the opposition or contrast between the two clauses is very weak, it may be interpreted as 'and', e.g.,

D. Grammar Notes, continued.

a. Kono zubon wa nagai desu ga, sono zubon wa mijikai desu.

'This pair of trousers is long, but that pair of trousers is short.'

b. Watakushi wa sensei desu ga, anata wa seito desu.

'I am a teacher and you are a student.'

Lesson 4

E. Exercises and Conversation.

1. Tell your friend that the two things mentioned in each of the following phrases are both long:

    a. a fountain pen and a pencil

    b. a rope and a thread

    c. a pair of trousers and a necktie

    d. an overcoat and a jacket

2. Tell your friend that both you and he are:

    a. captains

    b. students of the Japanese language

    c. U. S. soldiers

    d. not instructors

    e. not Mr. Green's friends

3. Tell your instructor what you and your friend are based on the following:

	you	your friend
a.	captain	second lieutenant
b.	U. S. soldier	Japanese soldier
c.	a student of the Japanese language	a student of the English language

4. Tell your instructor what the two things given on each line of the following table are:

	this	that
a.	a book	a magazine
b.	a rope	a thread

E. Exercises and Conversation, continued.

c.	a pair of shoes	a hat
d.	a bulletin board	a blackboard
e.	my briefcase	your belt

5. Making whatever changes are necessary, combine the given two sentences into one, using the particle mo:

   a. Watakushi wa sensei desu.

      Anata wa sensei desu.

   b. Ano kata wa Nihongo no seito desu.

      Kono kata wa Nihongo no seito desu.

   c. Zubon wa ookii desu.

      Uwagi wa ookii desu.

   d. Nekutai wa nagai desu.

      Bando wa nagai desu.

   e. Seito wa gunjin desu.

      Sensei wa gunjin desu.

6. Give HAI or IIE answers for each of the following questions, using the particle mo:

   a. Anata to watakushi wa sensei desu ka.

   b. Tanaka-san to Yamada-san wa tai-i desu ka.

   c. Buraun-tai-i to Guriin-chuui wa Beikoku no gunjin desu ka.

   d. Kono kata to ano kata wa chuutai-choo desu ka.

E. Exercises and Conversation, continued.

7. Change each of the following sentences meaning "A is B and C is D" to the corresponding sentences meaning "A is B but C is D":

   a. Kore wa uwagi de, kore wa ooba desu.

   b. Kore wa kutsu de, kore wa kutsushita desu.

   c. Kore wa Eigo no shimbun de, kore wa Nihongo no zasshi desu.

   d. Kore wa waishatsu de, kore wa chokki desu.

   e. Kono kata wa sensei de, watakushi wa seito desu.

Lesson 5

A. Perception Drill.

1.	kyoo	today
	ii	good, fine, nice (I-adj)
	tenki	weather
a.	Kyoo wa ii tenki desu ne.	It's a nice day today, isn't it?
b.	Hai, ii tenki desu ne.	Yes, it is.
2.	moofu	blanket
	dare no or donata no	whose?
	watakushi no	mine, my
	anata no	yours, your
	ano kata no	his, hers, her
	kono kata no	his, hers, her
	Tanaka-san no	Mr. Tanaka's
a.	Kore wa dare no moofu desu ka.	Whose blanket is this?
b.	Watakushi no desu.	It's mine.
3.	asupirin	aspirin
	kusuri	medicine
	otona	adults
	otona no	adults'
	kodomo	children
	kodomo no	children's
	shiroi	white
	shiroi no	white one

Lesson 5

A. Perception Drill, continued.

a.	Shiroi asupirin wa dare no desu ka.	Whose is the white aspirin?
b.	Shiroi no wa otona no desu.	The white one is for adults.
4.	hana	flower
	jidoosha	car, automobile
	murasaki or murasaki-iro	purple (noun)
	murasaki no	purple (NO-adj), purple one
	midori or midori-iro	green (noun)
	midori no	green (NO-adj), green one
	momo	peach
	momoiro	pink (noun)
	momoiro no	pink (NO-adj), pink one
	nezumi	mouse
	nezumi-iro	gray (noun)
	nezumi-iro no	gray (NO-adj), gray one
	cha or ocha	tea
	chairo	brown (noun)
	chairo no	brown (NO-adj), brown one
a.	Kore wa donna hana desu ka.	What sort of flower is this?
b.	Murasaki no hana desu.	It's a purple flower.

Lesson 5

A. Perception Drill, continued.

c.	Murasaki no wa ookii desu ka.	Is the purple one big?
d.	Hai, murasaki no wa ookii desu.	Yes, the purple one is big.
5.	ha	leaf
	heya	room
	ookii	big, --- is big
	ookikute	--- is big and ---
	chiisai	small, --- is small
	chiisakute	--- is small and ---
	aoi	green, blue --- is green, --- is blue
	aokute	--- is green and ---, is blue and ---
	sore dewa or sore ja	then, if that's the case
a.	Beikoku wa ookikute, Nihon wa chiisai desu ka.	Is the U. S. A. big and Japan small?
b.	Hai, Beikoku wa ookikute, Nihon wa chiisai desu.	Yes, the U. S. A. is big and Japan is small.
c.	Sore dewa kono ha wa aokute, sono ha wa chairo desu ka.	Then, is this leaf green and that leaf brown?
d.	Hai, kono ha wa aokute, sono ha wa chairo desu.	Yes, this leaf is green and that leaf is brown.

A. Perception Drill, continued.

	e.	Sono ha wa chairo de, kono ha wa aoi desu.	That leaf is brown and this leaf is green.
	f.	Sore wa donna ha desu ka.	What sort of leaf is that?
	g.	Ookii aoi ha desu.	It's a big green leaf.
6.		onaji	same
	a.	Kore mo sore mo onaji kusuri desu ka.	Are both this and that the same medicine?
	b.	Hai, dochira mo onaji kusuri desu.	Yes, both of them are the same medicine.
	c.	Kono jidoosha mo sono jidoosha mo onaji desu ka.	Are this car and that one the same?
	d.	Iie, onaji ja arimasen.	No, they are not the same.
7.		dake	only
	a.	Kore dake desu ka.	Is this all?
	b.	Hai, sore dake desu.	Yes, that's all.
	c.	Iie, sore dake ja arimasen.	No, that's not all.
8.		doomo	in every way
		arigatoo gozaimashita	Thank you for what you did.
	a.	Doomo arigatoo gozaimashita.	Thank you very much.
	b.	Doo itashimashite.	Don't mention it or You're welcome.

Lesson 5

B. Dialogue.

Asking About Colors.

1. A: Kyoo wa ii tenki desu ne.

B: Ee, ii tenki desu ne.

2. A: Kono hana wa donna iro desu ka.

B: Murasaki desu.

3. A: Kono hana mo murasaki desu ka.

B: Iie, soo ja arimasen. Momoiro desu.

4. A: Momoiro no hana wa ookii desu ka.

B: Hai, momoiro no wa ookii desu.

5. A: Dewa, momoiro no wa ookikute, murasaki no wa chiisai desu ka.

B: Hai, soo desu.

6. A: Ha wa donna iro desu ka.

B: Midori desu.

7. A: Ja, kokuban mo midori desu ka.

B: Hai, soo desu.

8. A: Kono heya no kabe wa donna iro desu ka.

B: Nezumi-iro desu.

9. A: Ano jidoosha mo nezumi-iro desu ka.

B: Hai, soo desu.

B. Dialogue, continued.

10. A: Sore dewa, ano jidoosha mo kono heya no kabe mo onaji iro desu ne.

B: Hai, onaji desu.

11. A: Kore wa nan desu ka.

B: Asupirin desu.

12. A: Asupirin wa nan desu ka.

B: Asupirin wa kusuri desu. Shiroi no wa otona no de, momoiro no wa kodomo no desu.

13. A: Dewa, kono chairo no moofu wa anata no desu ka.

B: Iie, watakushi no ja arimasen. Ano kata no desu.

14. A: Ano moofu mo chairo desu ka.

B: Iie, chairo ja arimasen. Akai desu.

15. A: Anata no jidoosha wa donna iro desu ka.

B: Midori desu.

16. A: Yamada-san no wa.

B: Akai desu.

17. A: Sore dewa, nezumi-iro no wa donata no desu ka.

B: Tanaka-san no desu.

18. A: Kyoo wa kore dake desu.

B: Doomo, arigatoo gozaimashita.

19. A: Doo itashimashite.

C. English Equivalents, Dialogue.

1. A: It's a nice day today, isn't it?

   B: Yes, it is.

2. A: What color is this flower?

   B: It's purple.

3. A: Is this flower purple, too?

   B: No, it isn't. It's pink.

4. A: Is the purple flower big?

   B: Yes, the purple one is big.

5. A: Then, is the pink one big and the purple one small?

   B: Yes, that's right.

6. A: What color are the leaves?

   B: They are green.

7. A: Then, is the blackboard green, too?

   B: Yes, it is.

8. A: What color are the walls of this room?

   B: They are gray.

9. A: Is that car over there gray, too?

   B: Yes, it is.

C. English Equivalents, Dialogue, continued.

10. A: Then, that car and the walls of this room are of the same color, aren't they?

B: Yes, they are the same.

11. A: What's this?

B: That's aspirin.

12. A: What's aspirin?

B: Aspirin is a medicine. The white one is for adults and the pink one is for children.

13. A: Then, is this brown blanket yours?

B: No, it's not mine. It's his.

14. A: Is that blanket brown, too?

B: No, it's not brown. It's red.

15. A: What color is your car?

B: It's green.

16. A: How about Mr. Yamada's?

B: It's red.

17. A: Then, whose is the gray one?

B: It's Mr. Tanaka's.

18. A: This is all for today.

B: Thank you very much.

19. A: You're welcome.

Lesson 5

D. Grammar Notes.

1. I-adjective plus no.

shiroi no	'white one(s)'
chiisai no	'small one(s)'
nagai no	'long one(s)'

The no used in the above examples is a pronoun meaning 'one' or 'ones'. It is used to refer to something or some person whose specific identity is clear from the context. That is, the no is used only when the speaker is sure that the listener knows the person or object to which he is referring, e.g.,

Chiisai no wa Tanaka-san desu.
'The small one is Mr. Tanaka.'
Nagai no wa aoi desu.
'The long one is blue.'

Thus, the no used as a pronoun is always preceded by a modifier.

2. Noun plus no.

As was described previously, the particle no occurs between two nouns to form a NO-adjective with the meaning that the first noun describes the second noun, e.g.,

momoiro no hana	'a pink flower'
murasaki no nekutai	'a purple necktie'

D. Grammar Notes, continued.

Replacing *hana* and *nekutai* with the pronoun *no*, the above examples can be changed to:

momoiro no no	'the pink one'
murasaki no no	'the purple one'

However, it is common to drop the pronoun *no* after the particle *no* and use the NO-adjective (noun plus no) as is with the additional notion of 'one' or 'ones', e.g.,

Momoiro no wa ookii desu.

'The pink one is big.'

Murasaki no wa chiisai desu.

'The purple one is small.'

Note that Japanese words for such colors as 'green, purple, gray, brown, pink' are not I-adjectives but nouns:

midori *or* midori-iro	'green'
murasaki *or* murasaki-iro ...	'purple'
nezumi-iro....................	'gray'
chairo	'brown'
momoiro	'pink'

As was also described previously, 'a noun or pronoun plus *no*' construction may indicate possession, e.g.,

D. Grammar Notes, continued.

seito no hon	'a student's book'
watakushi no booshi	'my hat'

It is also common not to use the pronoun no after the particle no and use the construction 'noun or pronoun plus no' as is to indicate possession with the additional notion of 'one' or 'ones', e.g.,

Seito no wa atsui desu.
'The student's is thick.'
Sensei no wa usui desu.
'The instructor's is thin.'
Kore wa ano seito no desu.
'This belongs to the student.'
Kore wa anata no ja arimasen.
'This isn't yours.'

watakushi no	mine
watakushitachi no	ours
anata no	yours
anatatachi no	yours
kono kata no	his, hers
sono kata no	his, hers
ano kata no	his, hers
Yamada-san no	Mr. Yamada's

D. Grammar Notes, continued.

donata no	whose?
dare no	whose?

3. TE-form of I-adjectives.

The TE-form of I-adjectives is introduced in this lesson for the first time. It is formed by changing the last syllable -i to -ku and adding -te to it, e.g.,

akai	akakute
ookii	ookikute
aoi	aokute
atsui	atsukute

The TE-form occurs at the end of a non-final clause to coordinate with what follows, e.g.,

Kono hana wa shiroi desu.

'This flower is white.'

Sono hana wa akai desu.

'That flower is red.'

Kono hana wa shirokute, sono hana wa akai desu.

'This flower is white, and that flower is red.'

or

Sono hana wa akakute, kono hana wa shiroi desu.

'That flower is red, and this flower is white.'

D. Grammar Notes, continued.

Anata no jidoosha wa aoi desu.

'Your car is blue.'

Watakushi no jidoosha wa chairo desu.

'My car is brown.'

Anata no jidoosha wa aokute, watakushi no wa chairo desu.

'Your car is blue, and mine is brown.'

or

Watakushi no jidoosha wa chairo de, anata no wa aoi desu.

'My car is brown, and yours is blue.'

Any noun may be described by more than one modifier. When two I-adjectives or a combination of an I-adjective and a NO-adjective occur attributively in front of a noun, they normally occur without changes in the form, e.g.,

Kore wa ookii akai hana desu.

'This is a big red flower.'

Kore wa ookii momoiro no hana desu.

'This is a big pink flower.'

Kore wa momoiro no ookii hana desu.

'This is a big pink flower.'

However, when those modifiers occur predicatively, the first modifier normally occurs in its TE-form, e.g.,

D. Grammar Notes, continued.

Kono hana wa ookikute akai desu.
'This flower is big and red.'
Kono hana wa ookikute momoiro desu.
'This flower is big and pink.'
Kono hana wa momoiro de ookii desu.
'This flower is pink and big.'

4. onaji.

The word onaji means 'same', and it may modify the following noun without any intervening particle like I-adjectives, e.g.,

onaji hon	'the same book'
onaji jidoosha	'the same car'

It may also occur predicatively like a noun, e.g.,

Kore wa onaji desu.
'This is the same.'
Kore wa onaji ja arimasen.
'This is not the same.'

Lesson 5

E. Exercises and Conversation.

1. Ask whose object each of the items listed under Column A is, and give the answer to each question using the corresponding owner indicated in Column B:

	A	B
a.	that white blanket	mine
b.	this black car	yours
c.	that medicine	his
d.	this thick book	that student's
e.	that blue hat	Captain Yamada's

2. Tell your friend that what belongs to each of the persons listed under Column A is what's listed under Column B:

	A	B
a.	I	the black one and the pink one
b.	you	the brown one and the blue one
c.	he	the red one and the purple one
d.	the instructor	the green one and the white one
e.	the child	the yellow one and the gray one

3. Give HAI and IIE answers for each of the following questions:

   a. Nagai no wa anata no desu ka.

   b. Mijikai no wa watakushi no desu ka.

   c. Tanaka-san no wa chairo no desu ka.

   d. Buraun-chuui no wa akai no desu ka.

   e. Sumisu-shooi no wa murasaki no desu ka.

E. Exercises and Conversation, continued.

4. Tell your friend that each of the items listed below is not yours:

   a. the purple flower

   b. the pink aspirin

   c. the brown hat

   d. the green car

   e. the gray overcoat

5. Listed below are pairs of sentences. Making whatever changes are necessary, compound each pair into a single sentence using desu only once.

   a. Kono asupirin wa shiroi desu.

      Sono asupirin wa momoiro desu.

   b. Watakushi no hon wa atsui desu.

      Anata no hon wa usui desu.

   c. Otona no booshi wa ookii desu.

      Kodomo no booshi wa chiisai desu.

   d. Yamada-san no jidoosha wa midori desu.

      Tanaka-san no jidoosha wa aoi desu.

   e. Anata no ooba wa ookii desu.

      Anata no ooba wa kuroi desu.

   f. Watakushi no zubon wa nagai desu.

      Watakushi no zubon wa chairo desu.

E. Exercises and Conversation, continued.

g. Suzuki-san no tebukuro wa nezumiiro desu.

Suzuki-san no tebukuro wa chiisai desu.

h. Kore wa ookii jidoosha desu.

Kore wa midori no jidoosha desu.

i. Seito no wa nezumiiro no hon desu.

Seito no hon wa usui hon desu.

j. Tanaka-san no wa nagai bando desu.

Tanaka-san no wa kuroi bando desu.

6. Ask your friend if the two items given below are the same, and give HAI and IIE answers:

a. the pink aspirin and the white aspirin

b. your car and his car

c. this room and that room

d. both Mr. Tanaka's watch and Mr. Yamada's watch

e. his desk and your desk

Lesson 6

A. Perception Drill.

1.	chuutonchi	fort, garrison
	heisha	barracks
	kyooshitsu	classroom
	tatemono	building
	arimasu	to be in a place, exist (of inanimate objects) or to have
	ee	yes
a.	Chuutonchi ga arimasu ka.	Is there a fort?
b.	Ee, chuutonchi ga arimasu.	Yes, there is a fort.
c.	Iie, chuutonchi wa arimasen.	No, there is no fort.
d.	Jidoosha ga arimasu ka.	Do you have a car?
e.	Ee, arimasu.	Yes, I have.
f.	Iie, arimasen.	No, I don't.
2.	kyooshitsu	classroom
	jimushitsu	office
	koko	this place, here
	soko	that place, there
	asoko or asuko	that place over there
	doko	what place, where?
	ni	in, at
a.	Gakkoo wa doko ni arimasu ka.	Where is the school?
b.	Asoko ni arimasu.	It's over there.
c.	Soko ni nani ga arimasu ka.	What's there?

Lesson 6

A. Perception Drill, continued.

d.	Koko ni hon ga arimasu.	A book is here.
e.	Anata no jimushitsu wa doko desu ka.	Where is your office?
f.	Koko desu.	It's here.
g.	Soko ni watakushi no booshi wa arimasen ka.	Isn't my hat there?
h.	Ee, koko ni wa anata no booshi wa arimasen.	No, your hat isn't here.
i.	Koko ni mo arimasen.	It isn't here, either.
3.	rikugun	Army
	kaigun	Navy
	kuugun	Air Force
	kaiheitai	Marine Corps
	jimushitsu	office
	ya	and --- among others
a.	Koko ni nani ga arimasu ka.	What's here?
b.	Booshi ya, uwagi ya, tebukuro ga arimasu.	There are a hat, a coat, and a pair of gloves among other things.
c.	Kono tatemono ni nani ga arimasu ka.	What's in this building?
d.	Rikugun ya kaigun no jimushitsu ga arimasu.	There are army and navy offices among others.
4.	hitotsu	one
	futatsu	two
	mittsu	three

A. Perception Drill, continued.

	yottsu	four
	itsutsu	five
	muttsu	six
	nanatsu	seven
	yattsu	eight
	kokonotsu	nine
	too	ten
	ikutsu	how many?
	takusan	many, much
	sukoshi	a few, a little
a.	Kono kyooshitsu ni wa isu ga ikutsu arimasu ka.	How many chairs are there in this classroom?
b.	Kokonotsu arimasu.	There are nine.
5.	aru	certain, some (pre-substantive)
a.	Seito wa minna rikugun no gunjin desu ka.	Are the students all Army personnel?
b.	Iie. Aru seito wa kaigun ya kuugun no gunjin desu.	No. Some students are Navy and Air Force personnel among others.
c.	Hon wa minna atsui desu ka.	Are books all thick?
d.	Iie. Aru hon wa usui desu.	No. Some books are thin.
6.	kanari	considerably, to a great extent, quite
	ammari	very much, too many, too much, too few, too little

A. Perception Drill, continued.

a.	Isu wa takusan arimasu ka.	Are there many chairs?
b.	Hai, kanari takusan arimasu.	Yes, there are quite a few.
c.	Iie, ammari takusan arimasen.	No, there aren't too many. or No, there aren't very many.
d.	Sono chuutonchi wa ookii desu ka.	Is that garrison big?
e.	Hai, kanari ookii desu.	Yes, it's quite big.
f.	Iie, ammari ookiku wa arimasen.	No, it isn't very big.
7.	keredomo	but
	chotto	a bit
	matte kudasai	please wait
a.	Chotto matte kudasai.	Please wait a moment.

Lesson 6

B. Dialogue.

Asking What There Is.

1. A: Ohayoo gozaimasu.

   B: Ohayoo gozaimasu.

2. A: Koko wa nan desu ka.

   B: Rikugun no chuutonchi desu.

3. A: Ookii chuutonchi desu ne.

   B: Ee, kanari ookii desu.

4. A: Asoko ni wa nani ga arimasu ka.

   B: Ano tatemono desu ka.

5. A: Ee, are desu.

   B: Are wa heisha desu.

6. A: Dewa, ano tatemono wa nan desu ka.

   B: Are wa rikugun no gakkoo desu.

7. A: Seito wa minna rikugun no gunjin desu ka.

   B: Iie. Aru seito wa kaigun ya kuugun ya kaiheitai no gunjin desu.

8. A: Kore ga kyooshitsu desu ne.

   B: Ee, soo desu.

9. A: Kono kyooshitsu ni wa isu ga ikutsu arimasu ka.

   B: Chotto matte kudasai. Hitotsu, futatsu, mittsu, yottsu, itsutsu, muttsu, nanatsu, yattsu, kokonotsu. Kokonotsu arimasu.

Lesson 6

B. Dialogue, continued.

10. A: Ammari takusan arimasen ne.
B: Ee. Keredomo aru kyooshitsu ni wa too arimasu.

11. A: Tsukue wa ikutsu arimasu ka.
B: Hitotsu arimasu.

12. A: Soko ni wa nani ga arimasu ka.
B: Sensei no jimushitsu ga arimasu.

13. A: Anata no jimushitsu wa doko ni arimasu ka.
B: Asoko ni arimasu.

14. A: Dewa, Suzuki-sensei no jimushitsu wa doko desu ka.
B: Koko desu.

15. A: Soo desu ka. Doomo arigatoo gozaimashita.
B: Doo itashimashite.

16. A: Sayonara.
B: Sayonara.

Lesson 6

C. English Equivalents, Dialogue.

1. A: Good morning.

   B: Good morning.

2. A: What's this place?

   B: It's an army fort.

3. A: It's a large fort, isn't it?

   B: Yes, it's quite big.

4. A: What's over there?

   B: You mean that building over there?

5. A: Yes, that one.

   B: That's an army barrack.

6. A: Then, what's that building over there?

   B: That's an army school.

7. A: Are the students all Army personnel?

   B: No. Some students are service men from the Navy, the Air Force, and the Marine Corps among others.

8. A: This is a classroom, isn't it?

   B: Yes, that's right.

9. A: How many chairs are there in this classroom?

   B: Please wait a moment. One, two, three, four, five, six, seven, eight, nine. There are nine.

C. English Equivalents, Dialogue, continued.

10. A: There aren't too many, are there?
    B: No. But some classrooms have ten.

11. A: How many desks are there?
    B: There is one.

12. A: What's there?
    B: An instructor's office is there.

13. A: Where is your office?
    B: It's over there.

14. A: Then, where is Mr. Suzuki's office?
    B: It's here.

15. A: I see. Thank you very much.
    B: You're welcome.

16. A: Goodbye.
    B: Goodbye.

Lesson 6

D. Grammar Notes.

1. arimasu and arimasen.

The word arimasu is an existential verb, meaning '(something is located in a place' or 'have').' Its negative is arimasen. It is ordinarily used to talk about the existence of inanimate objects. The existential verb arimasu and the copula desu do not belong to the same word class and they do not have the identical lexical meaning.

Examples:

arimasu	desu
Hon ga arimasu.	Kore wa hon desu.
'There is a book.'	'This is a book.'
Gakkoo ga arimasu.	Are wa gakkoo desu.
'There is a school.'	'That is a school.'
Chuutonchi wa arimasen.	Kore wa chuutonchi ja arimasen.
'There is no garrison.'	'This is not a garrison.'

2. koko, soko, asoko (or asuko) and doko.

Koko 'this place', soko 'that place', asoko or asuko 'that place over there', and doko 'which place' are all place pronouns. You must memorize these words as a set of important place words.

Examples:

Jimushitsu wa doko desu ka.
'Where is the office?'

D. Grammar Notes, continued.

Jimushitsu wa asoko desu.

'The office is over there.'

Note that the construction 'A wa B desu' may describe the location of 'A' if 'B' is a place expression. In this construction, 'A' may be either animate or inanimate.

3. ni.

There is a second way to describe the location of animate and inanimate objects. The construction for inanimate objects is:

'A wa B ni arimasu.'

Note that the particle ni 'in, at, on' follows the place expression B and thus it denotes the location of an object. Note also that the verb is arimasu, not desu.

Examples:

arimasu	desu
Gakkoo wa koko ni arimasu.	Gakkoo wa koko desu.
'The school is here.'	'The school is here.'
Chuutonchi wa asoko ni arimasu.	Chuutonchi wa asoko desu.
'The fort is over there.'	'The fort is over there.'
Hon wa doko ni arimasu ka.	Hon wa doko desu ka.
'Where is the book?'	'Where is the book?'

Lesson 6

D. Grammar Notes, continued.

Hon wa gakkoo *ni* *arimasu*.	Hon wa *gakkoo* *desu*.
'The book is in the school.'	'The book is in the school.'

The construction to describe the location of *animate objects* is the same except that the verb is *imasu*. This pattern will appear in subsequent lessons.

4. --- *ni wa* and --- *ni mo*.

A phrase ending with a particle may be followed directly by another particle. In such cases, the second particle relates the preceding phrase to what follows, e.g.,

> *Kono kyooshitsu ni* *wa* isu ga too arimasu.
>
> 'This classroom has ten chairs.'
>
> *or*
>
> 'There are ten chairs in this classroom.'

In the above example, *wa* singles out the phrase *kono kyooshitsu ni* 'in this classroom' as a notional subject and relates it to the following statement *isu ga too arimasu* 'there are ten chairs.' In other words, the particle *wa* singles out the location *kono kyooshitsu ni* 'in this classroom' from among all other possible locations such as *ano kyooshitsu ni* 'in that classroom', *sono heya ni* 'in that room', etc., and points out that *in this classroom* there are ten chairs but in or at other locations one may find more or less, something else, or nothing. That is, wa is used here to compare a particular location with other places.

Note also that the particle mo may be used in place of wa with the meaning of 'also, too', e.g.,

> Ano kyooshitsu ni mo isu ga too arimasu.
>
> 'That classroom has ten chairs, too.'
>
> or
>
> 'There are ten chairs in that classroom, too.'

5. ga vs wa.

The particles ga and wa are used to denote the subject of a sentence. But they are not always interchangeable.

When used to denote the subject of a sentence, ga places emphasis on the subject whereas wa emphasizes the predicate.

Examples:

	Question	Answer
a.	Kore wa nan desu ka. 'What's this?' (Lit: This is what?)	Sore wa hon desu. 'That's a book.'

D. Grammar Notes, continued.

b.	Hon wa doko ni arimasu ka.	Hon wa kyooshitsu ni arimasu.
	'Where is the book?'	'The book is in the classroom.'
	(Lit: The book is where?)	
c.	Kyooshitsu ni nani ga arimasu ka.	Kyooshitsu ni hon ga arimasu.
	'What's in the classroom?'	'A book is in the classroom.

In the case of the example a, both the question and the answer require emphasis on the predicate. Here the questioner and the answerer are more concerned about whether this is a book or something else than whether this or that is a book.

In the example b, both the questioner and the answerer know what the book is and they are not concerned about what is in the classroom, but the questioner wants to know where the book is.

In the last example c, the questioner wants to know what is in the classroom and not where the thing is.

Thus, when the subject of an interrogative sentence is or contains a question word (nani, dare, donata, doko, etc.), that subject and the subject of the answer to the question are both denoted by the particle ga. However, when the predicate of an interrogative sentence contains a question word, both the subject of the interrogative sentence and the subject of the answer to the question, if mentioned, are indicated by the particle *wa*. Note that no question word is followed by the particle *wa*.

It should also be noted that, in an existential sentence with the verb *arimasu*, the word or phrase that is emphasized *usually* occurs close to the verb. Therefore, if the subject of the sentence is far removed from the verb, it is often denoted by the particle *wa* as in the example b, and if it is close to the verb, it is generally indicated by the particle *ga* as in the example c.

6. Numerals.

There are two major sets of numerals up to ten in Japanese. One of them is borrowed from the Chinese language and the other is native. The native set is used in counting certain unit objects which are inanimate. This native set is as follows:

hitotsu	1 (thing)	muttsu	6 (things)
futatsu	2 (things)	nanatsu	7 (things)
mittsu	3 (things)	yattsu	8 (things)
yottsu	4 (things)	kokonotsu	9 (things)
itsutsu	5 (things)	too	10 (things)

ikutsu .... how many (things)?

D. Grammar Notes, continued.

The numerals borrowed from the Chinese language will be introduced later in the course.

In English numerals usually function as adjectives and precede nouns, but in Japanese numerals or numbers are commonly used as quantitative adverbs. When they are so used, they are not followed by any particle. The usual position of numerals or numbers in sentences is immediately in front of verbs.

Examples:

a. Kono kyooshitsu ni wa isu ga ikutsu arimasu ka.

'How many chairs are there in this classroom?'

b. Kokonotsu arimasu.

'There are nine.'

7. ya

The particle ya indicates that the noun or pronoun that precedes it is in a series of nouns or pronouns, not all named and means ' ---- , ---- and others of the same type', ' ---- and ---- and so on', or ' ---- and ---- among others.'

As in the case of the conjunctive particle to, the particle ya is used only between nouns or pronouns, and not between such inflected words as I-adjectives and verbs.

The particle ya, however, does not occur after the last noun or pronoun named, e.g.,

D. Grammar Notes, continued.

Kono heya ni isu ya, tsukue ya, kokuban ga arimasu.

'There are chairs, desks, and a blackboard and other things in this room.'

8. aru.

The word aru is a pre-substantive occurring always in front of a noun, and it means 'certain, some', e.g.,

aru sensei ------------ 'certain instructor(s)'

or

'some instructors'

aru kyooshitsu -------- 'certain classroom(s)'

or

'some classrooms'

9. kanari vs. ammari.

The words kanari and ammari are adverbs of degree.

Kanari means 'considerably, quite, to a great extent', and it is never used in negative sentences.

Ammari (or amari) means 'very (much), too many, too much, too few, too little', and in this word there is always present the idea of either exceeding what is usual or lacking in some quantity or quality. It occurs more frequently in negative sentences than in affirmative sentences. However, an affirmative sentence with ammari is usually the reason for a statement or implication why something can't be done, is not done, is unsatisfactory or happens to one's disadvantage.

Examples:

Sono hon wa (kanari) atsui desu ka.

'Is that book(quite) thick?'

Hai, kanari atsui desu.

'Yes, it's quite thick.'

Iie, ammari atsuku wa arimasen.

'No, it's not very thick.'

Lesson 6

E. Exercises and Conversation.

1. Ask and then answer what (object) is in the given location, using the following table:

Location	Objects
a. this classroom	chairs and desks
b. that building	classrooms
c. Mr. Tanaka's office	many books
d. that fort	a school and barracks

2. Ask and then answer where the given object is, using the following table:

Object	Location
a. the wastebasket	Mr. Yamada's office
b. the clock	that classroom
c. Mr. Tanaka's car	over there
d. Mr. Suzuki's briefcase	his office

3. Ask and then answer how many there are of each of the objects listed below:

Object	Quantity
a. wastebaskets	7
b. clocks	5
c. briefcases	1
d. windows	4
e. doors	3
f. chairs	10

E. Exercises and Conversation, continued.

g.	desks	9
h.	hats	8
i.	classrooms	6
j.	offices	2

4. Tell your friend first how many given objects you find at each of the locations singled out under Column A and then how many of the same objects you find at each of the locations listed under Column B:

	A		B	
a.	this school	(10 classrooms)	that school	(10)
b.	that office	(3 chairs)	this office	(5)
c.	this building	(9 rooms)	that building	(7)
d.	here	(2 schools)	there	(2)
e.	that classroom	(8 desks)	this classroom	(8)

5. Tell your friend that, at each of the locations listed below, you find the objects indicated among other things:

	Location	Objects not all named
a.	this classroom	chairs and desks
b.	that building	offices and classrooms
c.	this office	bulletin boards and blackboards
d.	that fort	schools and barracks

E. Exercises and Conversation, continued.

6. Give HAI and IIE answers for each of the following questions, using kanari or ammari whichever is appropriate in your answers:

   a. Sono gakkoo wa ookii desu ka.

   b. Kyooshitsu ni wa isu ga takusan arimasu ka.

   c. Sono hon wa atsui desu ka.

   d. Kono zubon wa nagai desu ka.

   e. Anata no jimushitsu wa chiisai desu ka.

Lesson 7

A. Perception Drill.

1.		butai	units, echelon, levels of command
		ni tsuite	pertaining to, regarding, about
		hanashite kudasai	please talk, please speak, please tell
	a.	Butai ni tsuite hanashite kudasai.	Please talk about units.
	b.	Kashikomarimashita.	I will.
2.		chuutai	company, battery
		daitai	battalion
		rentai	regiment
		ryodan	brigade
		shidan	division
		gundan	corps
		gun	army
		ue	top, above, over
		shita	bottom, under, below
	a.	Daitai no ue no butai wa nan desu ka.	What's the unit above a battalion?
	b.	Daitai no ue wa rentai desu.	The unit above a battalion is a regiment.
3.		shireikan	commanding general
		gun-shireikan	army commanding general
		gundan-choo	corps commanding general

Lesson 6

A. Perception Drill, continued.

shidan-choo	division commander
ryodan-choo	brigade commander
shikikan	commanding officer, commander
rentai-choo	regimental commander
daitai-choo	battalion commander
chuutai-choo	company commander
kaikyuu	rank
gensui	general of the army
taishoo	general
chuujoo	lieutenant general
shooshoo	major general
daishoo or junshoo	brigadier general
taisa	colonel
chuusa	lieutenant colonel
shoosa	major
tai-i	captain
chuui	first lieutenant
shooi	second lieutenant
shookoo	officers
a. Shidan-choo no kaikyuu wa nan desu ka.	What's the rank of a division commander?
b. Shidan-choo no kaikyuu wa shooshoo desu.	The rank of a division commander is a major general.

Lesson 7

A. Perception Drill, continued.

4.	ichi	one
	ni	two
	san	three
	shi	four
	go	five
	roku	six
	shichi	seven
	hachi	eight
	ku	nine
	juu	ten
	- nin	a counter for counting people
	nan-nin	how many people?
	hitori	one person
	futari	two people
	san-nin	three people
	yo-nin or yottari	four people
	go-nin	five people
	roku-nin	six people
	shichi-nin or nana-nin	seven people
	hachi-nin	eight people
	ku-nin or kyuu-nin	nine people
	juu-nin	ten people
	imasu	is located (animate objects)

Lesson 7

A. Perception Drill, continued.

a.	Kono chuutai ni wa shookoo ga nan-nin imasu ka.	How many officers are there in this company?
b.	Go-nin imasu.	There are five.
c.	Kono heya ni shookoo ga imasu ka.	Are there officers in this room?
d.	Iie, imasen.	No, there are not.
5.	soshite	and
	kawari	substitute, alternative
	sono kawari ni	in place of that, instead of that, in lieu of that
a.	Soshite, sono shidan ni wa rentai ga arimasu ka.	And, are there regiments in that division?
b.	Iie. Sono kawari ni ryodan ga arimasu.	No. Instead, there are brigades.

Lesson 7

B. Dialogue.

Levels of Command, Commanding Officers and Ranks.

1. A: Konnichi wa.

   B: Konnichi wa.

2. A: Kyoo wa butai ya kaikyuu ni tsuite hanashite kudasai.

   B: Hai, kashikomarimashita.

3. A: Chuutai-choo wa chuutai no shikikan desu ga, chuutai no ue ni wa donna butai ga arimasu ka.

   B: Chuutai no ue ni wa daitai, daitai no ue ni wa rentai, sono ue ni wa shidan ga arimasu. Keredomo, aru shidan ni wa rentai ga arimasen. Sono kawari ni ryodan ga arimasu.

4. A: Shidan no ue wa nan desu ka.

   B: Gundan to gun desu.

5. A: Gun no shireikan no kaikyuu wa nan desu ka.

   B: Taishoo ka chuujoo desu.

6. A: Dewa gundan-choo wa.

   B: Gundan-choo wa chuujoo ka shooshoo desu. Soshite, shidan-choo wa shooshoo desu.

7. A: Ryodan-choo no kaikyuu wa.

   B: Ryodan-choo wa daishoo ka taisa desu.

8. A: Dewa, rentai-choo wa chuusa desu ka.

   B: Iie. Rentai-choo mo taisa desu. Aru shidan ni wa rentai wa arimasu ga, ryodan wa arimasen. Mata, aru shidan ni wa ryodan wa arimasu ga, rentai wa arimasen.

Lesson 7

B. Dialogue, continued.

9. A: Rentai no shita no butai wa daitai desu ne. Daitai-choo wa chuusa desu ka, shoosa desu ka.

B: Chuusa desu.

10. A: Gensui wa kaikyuu desu ka.

B: Hai, soo desu.

11. A: Beikoku ni wa gensui ga nan-nin imasu ka.

B: Shigo-nin imasu.

12. A: Chuutai ni wa shookoo ga nan-nin imasu ka.

B: Roku-nin imasu.

13. A: Doomo arigatoo gozaimashita. Dewa mata ashita Sayoonara.

B: Sayoonara.

Lesson 7

C. English Equivalents, Dialogue.

1. A: Good afternoon.

   B: Good afternoon.

2. A: Please tell me about units and ranks and other things today.

   B: Yes, I will.

3. A: A company commander is the commanding officer of a company. But what units are there above a company?

   B: There is a battalion above a company, a regiment above a battalion, and a division above that. But some divisions have no regiments, instead they have brigades.

4. A: What's above a division?

   B: There are a corps and an army.

5. A: What is the rank of the commanding general of an army?

   B: It's either a general or lieutenant general.

6. A: How about the commanding general of a corps?

   B: The commanding general of a corps is either a lieutenant general or major general. And a division commander is a major general.

7. A: How about the rank of a brigade commander?

   B: A brigade commander is either a brigadier general or colonel.

C. English Equivalents, Dialogue, continued.

8. A: Then, is a regimental commander a lieutenant colonel?

B: No. A regimental commander is a colonel, too. Some divisions have regiments, but they don't have brigades. Also some divisions have brigades, but they don't have regiments.

9. A: The unit under a regiment is a battalion, isn't it? Is a battalion commander a lieutenant colonel or is he a major?

B: He is a lieutenant colonel.

10. A: Is "general of the army" a rank?

B: Yes, it is.

11. A: How many generals of the army are there in the U. S. A.?

B: There are four or five.

12. A: How many officers are there in a company?

B: There are six.

13. A: Thank you very much. Well, see you again tomorrow. Goodbye.

B: Goodbye.

D. Grammar Notes.

1. Modifiers in series.

a. A noun may be described by more than one modifier, e.g.,

Kono gakkoo no sensei.

'the instructor of this school'

Nihongo no sensei.

'the instructor of the Japanese language'

Kono gakkoo no Nihongo no sensei.

'the instructor of the Japanese language at this school'

b. A noun may be described by another noun which is itself modified, e.g.,

watakushi no tomodachi

'my friend'

tomodachi no hon

'a friend's book'

watakushi no tomodachi no hon

'my friend's book'

rentai no shita

'under a regiment'

shita no butai

'a lower echelon'

rentai no shita no butai

'a unit under a regiment'

Lesson 7

D. Grammar Notes, continued.

2. imasu and imasen.

The existential verb arimasu for inanimate objects has already been introduced. The word imasu 'is located' is also an existential verb, and it normally refers to animate objects. The negative of imasu is imasen.

Examples:

Kono kyooshitsu ni seito ga imasu ka.
'Are there students in this classroom?'
Hai, imasu.
'Yes, there are.'
Iie, imasen.
'No, there aren't.'

In Japanese, plants are considered inanimate, e.g.,

Tsukue no ue ni hana ga arimasu.
'There are flowers on the desk.'

3. Numerals, Chinese Origin.

The numerals borrowed from the Chinese language up to ten are as follows:

ichi	'one'	roku	'six'
ni	'two	shichi	'seven'
san	'three'	hachi	'eight'
shi	'four'	ku	'nine'
go	'five'	juu	'ten'

Japanese numerals of Chinese origin above ten will be introduced later.

4. - nin.

The numerals of native Japanese origin up to ten are used by themselves to enumerate certain inanimate objects as was explained previously. But the numerals of Chinese origin are often used with certain 'counters'.

The counter to count people is - nin. However, there are some irregularities in the set of numbers used to count people. Listed below are the numbers from 1 person to ten people:

hitori	1 person	roku-nin	6 people
futari	2 people	shichi-nin or nana-nin	7 people
san-nin	3 people	hachi-nin	8 people
yo-nin or yottari	4 people	ku-nin or kyuu-nin	9 people
gon-in	5 people	juu-nin	10 people

nan-nin how many people?

Like the numerals of native Japanese origin, the combination of the numerals of Chinese origin and counters is used often as an adverb of quantity, requiring no particle after it, e.g.,

Kono chuutai ni wa shookoo ga nan-nin imasu ka.

'How many officers are there in this company?'

Lesson 7

D. Grammar Notes, continued.

Go-nin imasu.

'There are five.'

5. - choo.

The word choo means 'chief, head.' It is often suffixed to the name of an organization, group, or activity to indicate its head, e.g.,

chuutai	'company'	chuutai-choo 'company commander'
daitai	'battalion'	daitai-choo 'battalion commander'
rentai	'regiment'	rentai-choo 'regimental commander'
shidan	'division'	shidan-choo 'division commander'

However, the commanding general of an army in Japanese is gun-shireikan.

A principal or commandant of a school in Japanese is koochoo.

Lesson 7

E. Exercises and Conversation.

1. Listed below are 5 separate levels of command. Tell your friend that the unit listed at the top is a higher echelon than the next unit and the second is a higher echelon than the third, and so on.

gun

shidan

ryodan

rentai

daitai

chuutai

2. Tell your friend that the rank of the commander of each of the units listed under Column A is as indicated under Column B:

Unit	Rank
a. company	captain
b. battalion	lieutenant colonel
c. regiment	colonel
d. brigade	brigadier general
e. division	major general
f. corps	lieutenant general
g. army	general

3. Ask your friend if he is:

a. a student of this school

b. an instructor of the Japanese language

c. a company commander of this battalion

3

E. Exercises and Conversation, continued.

d. a colonel of the U. S. Army

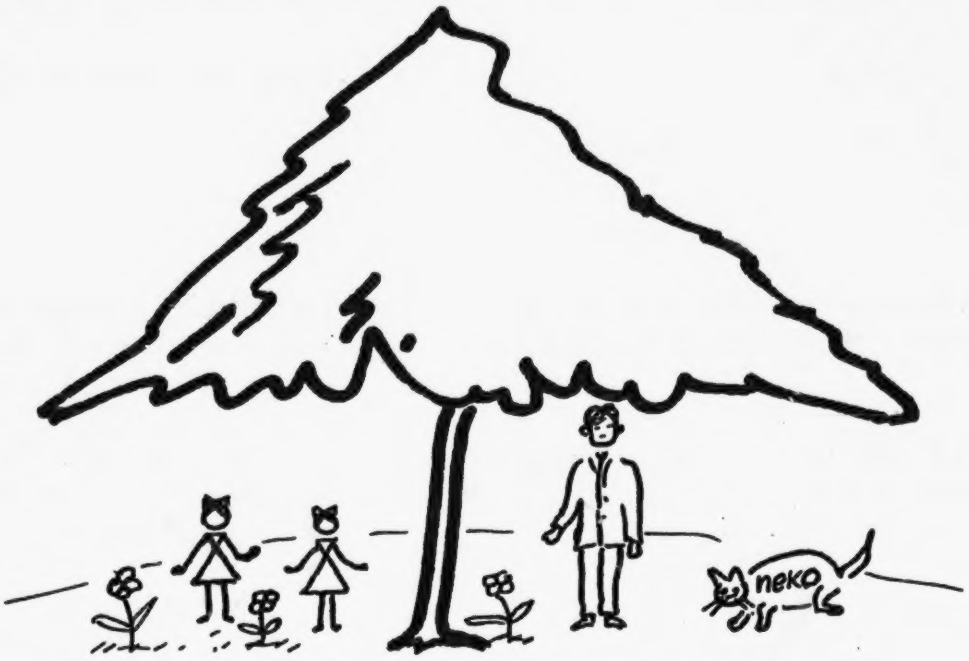
e. an officer of the U. S. Navy

f. an instructor for Mr. Tanaka, who is a student of this school.

4. Ask and then answer how many people there are of each of the given categories at the location indicated:

	People	Number	Location
a.	instructors	10	this office
b.	students	9	that classroom
c.	officers	5	this room
d.	captains	7	that battalion
e.	children	3	here
f.	adults	8	there
g.	U. S. soldiers	6	over there

5. Tell your friend what or who is under the tree:



Lesson 8

A. Perception Drill.

1.	ikaga	how?
a.	Ikaga desu ka.	How are you?
b.	Genki desu.	I'm fine.
2.	kashikan-hei	enlisted man
	kashikan	noncommissioned officer
	tokumusoochoo	sergeant major
	soochoo	first sergeant
	ittoo-gunsoo	sergeant first class
	nitoo-gunsoo	staff sergeant
	santoo-gunsoo	sergeant
	gochoo	corporal
	hei	privates
	jootoohei	private first class
	ittoo-hei	private (E-2)
	nitoo-hei	private (E-1)
	jun-i	warrant officer
	kara	from
	made	to
a.	Tokumusoochoo kara gochoo made ga kashikan desu.	From sergeant major to corporal are noncommissioned officers.
b.	Hei wa nitoo-hei kara jootoohei made desu.	Privates are from private (E-1) to private first class.

Lesson 8

A. Perception Drill, continued.

3.	- mei	a counter to count people, (especially members of an organization like troops, students)
	ichi-mei	1 person
	ni-mei	2 people
	sam-mei	3 people
	yom-mei	4 people
	go-mei	5 people
	roku-mei	6 people
	shichi-mei or nana-mei	7 people
	hachi-mei	8 people
	ku-mei or kyuu-mei	9 people
	juu-mei	10 people
	nam-mei	how many people?
	iku-mei	how many people?
a.	Kono jimushitsu ni kashikan ga nam-mei imasu ka.	How many noncommissioned officers are there in this office?
b.	Roku-mei imasu.	There are six.
4.	hito	person, people
	minna de	altogether, in all
	gurai or kurai	approximate quantity or extent, about
	dono gurai or dono kurai	(about) how many? (about) how much?

A. Perception Drill, continued.

	nan-nin gurai or nan-nin kurai	about how many people?
	nam-mei gurai or nam-mei kurai	about how many people?
	go-nin gurai or go-nin kurai	about 5 people
a.	Koko ni hito ga minna de nam-mei gurai imasu ka.	About how many people are here altogether?
b.	Juu-mei gurai imasu.	There are about 10 people.
5.	juu	10
	nijuu	20
	sanjuu	30
	yonjuu or shijuu	40
	gojuu	50
	rokujuu	60
	nanajuu or shichijuu	70
	hachijuu	80
	kyuujuu or kujuu	90
	hyaku	100
	nihyaku	200
	sambyaku	300
	yonhayaku or shihyaku	400
	gohyaku	500
	roppyaku	600
	nanahyaku or shichihyaku	700

A. Perception Drill, continued.

happyaku	800
kyuuhyaku or kuhyaku	900
sen or issen	1,000
nisen	2,000
sanzen	3,000
yonsen	4,000
gosen	5,000
rokusen	6,000
nanasen or shichisen	7,000
hassen	8,000
kyuusen	9,000
ichiman	10,000
niman	20,000
samman	30,000
yomman	40,000
goman	50,000
rokuman	60,000
nanaman or shichiman	70,000
hachiman	80,000
kyuuman	90,000

Lesson 8

A. Perception Drill, continued.

6.

juu ichi	11
nijuu ichi	21
sambyaku nijuu ichi	321
yonsen sambyaku nijuu ichi	4,321
goman, yonsen sambyaku nijuu ichi	54,321
rokujuu goman, yonsen sambyaku nijuu ichi	654,321
nanahyaku rokujuu goman, yonsen sambyaku nijuu ichi	7,654,321
hassen nanahyaku rokujuu goman, yonsen sambyaku nijuu ichi	87,654,321

7.

	moo	more
	moo hitotsu	one more
	moo hitori	one more person, another person
	moo futatsu	two more
	moo futari	two more people
a.	Dochira mo shookoo desu ka.	Are they both officers?
b.	Iie, hitori wa shookoo de, moo hitori wa kashikan desu.	No, one is an officer, and the other is a noncommissioned officer.

Lesson 8

B. Dialogue.

Enlisted Personnel.

1. A: Ohayoo gozaimasu.

   B: Ohayoo gozaimasu. Ikaga desu ka.

2. A: Okagesama de. Anata wa.

   B: Genki desu. Arigatoo gozaimasu.

3. A: Sumimasen ga, kyoo wa kashikanhei ni tsuite hanashite kudasai.

   B: Ee, kashikomarimashita.

4. A: Kashikanhei no kaikyuu wa ikutsu arimasu ka.

   B: Minna de kokonotsu arimasu. Kashikan wa ue kara tokumusoochoo, soochoo, ittoo-gunsoo, nitoo-gunsoo, santoo-gunsoo, gochoo made desu.

5. A: Gochoo no shita wa.

   B: Gochoo no shita wa hei de, hei ni wa jootoohei, ittoo-hei, nitoo-hei no mittsu no kaikyuu ga arimasu.

6. A: Jun-i wa nan desu ka.

   B: Jun-i wa shookoo de, kashikan no ue desu.

7. A: Dewa, shookoo no kaikyuu wa minna de ikutsu arimasu ka.

   B: Soo desu nee. Ichi, ni, san, shi, go, roku, shichi, hachi, ku, juu, juuichi, juuni. Minna de juuni arimasu.

Lesson 8

B. Dialogue, continued.

8. A: Asoko ni shookoo ga futari imasu ne. Ano hitotachi no kaikyuu wa nan desu ka.

B: Hitori wa tai-i de, moo hitori wa chuui desu.

9. A: Ano chuutai wa donata no desu ka.

B: Tanaka-tai-i no desu.

10. A: Chuutai no heiryoku wa dono gurai desu ka.

B: Minna de hyaku kyuujuu yom-mei desu.

11. A: Daitai no heiryoku wa.

B: Happyaku rokujuu ni-mei gurai desu.

12. A: Shidan no heiryoku wa.

B: Ichiman gosen-mei gurai desu.

13. A: Anata no kaikyuu wa nan desu ka.

B: Tokumusoochoo desu.

14. A: Anata no jimushitsu ni wa kashikan ga nam-mei imasu ka.

B: Yom-mei imasu. Soshite hei ga sam-mei imasu.

15. A: Kono kyooshitsu ni wa kashikan ga iku-mei imasu ka.

B: Shichi-mei imasu. Soochoo ga ichi-mei, ittoogunsoo ga sam-mei, santoogunsoo ga ichi-mei, gochoo ga ni-mei desu.

16. A: Doomo arigatoo gozaimashita. Dewa mata. Sayoonara.

B: Sayoonara.

Lesson 8

C. English Equivalents, Dialogue.

1. A: Good morning.

   B: Good morning. How are you?

2. A: Thank you. And you?

   B: I'm fine. Thank you.

3. A: Excuse me, but please tell me about enlisted men and others today.

   B: Yes, I will.

4. A: How many ranks are there for enlisted men?

   B: There are altogether nine. As for noncommissioned officers, they are, from the top, sergeant major, first sergeant, sergeant first class, staff sergeant, sergeant, and down to corporal.

5. A: What's under corporal?

   B: Under corporal are privates, and in privates there are private first class, private (E-2) and private (E-1).

6. A: What is a warrant officer?

   B: A warrant officer is an officer, and he is above a noncommissioned officer.

7. A: Then, how many ranks are there altogether for officers?

   B: Let me see. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. There are twelve altogether.

C. English Equivalents, Dialogue, continued.

8. A: There are two officers over there, you see? What are their ranks?

B: One is a captain, and the other is a first lieutenant.

9. A: Whose is that company over there?

B: It's Captain Tanaka's.

10. A: What's the strength of a company?

B: It's 194 altogether.

11. A: How about the strength of a battalion?

B: It's about 862.

12. A: How about the strength of a division?

B: It's about 15,000.

13. A: What's your rank?

B: A sergeant major.

14. A: How many noncommissioned officers are there in your office?

B: There are four. And there are three privates.

15. A: How many noncommissioned officers are there in this classroom?

B: There are seven. They are one first sergeant, three sergeants first class, one sergeant, and two corporals.

C. English Equivalents, Dialogue, continued.

16. A: Thank you very much. Well, see you again. Goodbye.

B: Goodbye.

D. Grammar Notes.

1. kara

The particle kara also has several functions. Following a noun or pronoun, it means 'from', e.g.,

gakkoo kara	'from the school'
Nihon kara	'from Japan'
ichi kara	'from one'
anata kara	'from you'
Yamada-san kara	'from Mr. Yamada'
koko kara	'from here'
ue kara	'from the top'
dare kara	'from whom?'
doko kara	'from where?'
kyoo kara	'from today'

Kore, sore and are followed by the particle kara may refer to time, e.g.,

kore kara	'from now'
sore kara	'from that time, then'
are kara	'from that time (far back)'

2. made

Following a noun or pronoun, the particle made means 'as far as, up to, till, to', indicating the point to which an action or state extends, e.g.,

D. Grammar Notes, continued.

jimushitsu made	'to the office'
Beikoku made	'to the U. S. A.'
juu made	'to ten'
Tookyoo made	'to Tokyo'
gakkoo made	'to the school'
soko made	'to that place'
shita made	'to the bottom'
doko made	'to where?'
kyoo made	'till today'
kore made	'till now'
sore made	'till then'
are made	'till then (far back)'

Examples:

Kashikan no kaikyuu wa gochoo kara tokumusoochoo made desu.

'The ranks of noncommissioned officers are from corporal to sergeant major.'

Ichi kara juu made hanashite kudasai.

'Please tell me all about it.'
(Lit: Please tell me from one to ten.)

3. gurai or kurai

Gurai or kurai, meaning 'approximate quantity or extent, about', is a suffix. It always follows words or phrases, especially quantity expressions and those which ask or answer such questions as 'how many?', 'how much?', 'how long?', and 'how far?', e.g.,

a. Isu wa ikutsu *gurai* arimasu ka.
'About how many chairs are there?'

b. Yattsu *gurai* arimasu.
'There are about eight.'

c. Shookoo wa nam-mei *gurai* imasu ka.
'About how many officers are there?'

d. Juu-mei *gurai* imasu.
'There are about ten.'

4. Numerals beyond ten.

Numerals beyond ten are expressed primarily in terms of the Chinese series, e.g.,

11	juu-ichi	18	juu-hachi
12	juu-ni	19	juu-ku
13	juu-san	20	nijuu
14	juu-shi	21	nijuu-ichi
15	juu-go	22	nijuu-ni
16	juu-roku	23	nijuu-san
17	juu-shichi	30	sanjuu

Thus the number of 'tens' is indicated by the number prefixed to *juu*, and the number of added units is indicated by the number suffixed to *juu*. Numbers exceeding one hundred also follow these patterns.

Lesson 8

D. Grammar Notes, continued.

0	rei *or* zero	10	juu	20	nijuu
1	itchi	11	juuichi	21	nijuu ichi
2	ni	12	juuni	22	nijuu ni
3	san	13	juusan	23	nijuu san
4	shi *or* yon	14	juushi	24	nijuu shi
5	go	15	juugo	25	nijuu go
6	roku	16	juuroku	26	nijuu roku
7	shichi *or* nana	17	juushichi	27	nijuu shichi
8	hachi	18	juuhachi	28	nijuu hachi
9	ku *or* kyuu	19	juuku	29	nijuu ku

30	sanjuu	40	yonjuu	50	gojuu
31	sanjuu ichi	41	yonjuu ichi	51	gojuu ichi
32	sanjuu ni	42	yonjuu ni	52	gojuu ni
33	sanjuu san	43	yonjuu san	53	gojuu san
34	sanjuu shi	44	yonjuu shi	54	gojuu shi
35	sanjuu go	45	yonjuu go	55	gojuu go
36	sanjuu roku	46	yonjuu roku	56	gojuu roku
37	sanjuu shichi	47	yonjuu shichi	57	gojuu shichi
38	sanjuu hachi	48	yonjuu hachi	58	gojuu hachi
39	sanjuu ku	49	yonjuu ku	59	gojuu ku

D. Grammar Notes, continued.

60	rokujuu	70	nanajuu	80	hachijuu
61	rokujuu ichi	71	nanajuu ichi	81	hachijuu ichi
62	rokujuu ni	72	nanajuu ni	82	hachijuu ni
63	rokujuu san	73	nanajuu san	83	hachijuu san
64	rokujuu shi	74	nanajuu shi	84	hachijuu shi
65	rokujuu go	75	nanajuu go	85	hachijuu go
66	rokujuu roku	76	nanajuu roku	86	hachijuu roku
67	rokujuu shichi	77	nanajuu shichi	87	hachijuu schichi
68	rokujuu hachi	78	nanajuu hachi	88	hachijuu hachi
69	rokujuu ku	79	nanajuu ku	89	hachijuu ku

90	kyuujuu	100	hyaku	1000	sen or issen	10,000	ichiman
91	kyuujuu ichi	200	nihyaku	2000	nisen	20,000	niman
92	kyuujuu ni	300	sambyaku	3000	sanzen	30,000	samman
93	kyuujuu san	400	yonhyaku	4000	yonsen	40,000	yomman
94	kyuujuu shi	500	gohyaku	5000	gosen	50,000	goman
95	kyuujuu go	600	roppyaku	6000	rokusen	60,000	rokuman
96	kyuujuu roku	700	nanahyaku	7000	nanasen	70,000	nanaman
97	kyuujuu shichi	800	happyaku	8000	hassen	80,000	hachiman
98	kyuujuu hachi	900	kyuuhyaku	9000	kyuusen	90,000	kyuuman
99	kyuujuu ku						

1965 ..... sen kyuuhyaku rokujuu go.

7,3842 ..... nanaman sanzen happyaku yonjuu ni

(Lit: 7 ten-thousands, 3 thousands, 8 hundreds, 4 tens, and 2)

65,4321 ..... rokujuu goman yonsen sambyaku nijuu ichi

(Lit: 65 ten-thousands, 4 thousands, 3 hundreds, 2 tens, and 1)

Thus, in reading Japanese numbers containing more than four digits, the marking off is done in groups of four digits each, beginning from the right.

It is important for the student to memorize not only the digits from one to ten but also the following simple words:

hyaku	100	sen	1000
man	10,000	oku	100,000,000

It is also important to note that the words hyaku and sen undergo phonetic changes in certain combinations:

300	sambyaku	1000	issen
600	roppyaku	3000	sanzen
800	happyaku	8000	hassen

Lesson 8

D. Grammar Notes, continued.

5. moo.

The word moo is an adverb, and it means 'more' or 'already' depending upon how it's pronounced. It means 'more' when the pitch of the last syllable o of moo is higher than that of the syllable mo. But it means 'already' when the pitch of the last syllable o drops like moó.

Examples:

moo hitori	'one more person'
moo sukoshi	'a little more'
moó takusan	'already much'

A: Moo sukoshi ikaga desu ka.
'How about some more?'

B: Moó takusan desu.
'Enough.'
(Lit: I've had much already.)

E. Exercises and Conversation.

1. Count from one to ten five times, first using the native Japanese series and then the Chinese series.

2. Count and see how many students there are in you class including you.

3. Count from 80 to 100 three times.

4. Count from 290 to 310 three times.

5. Count from 990 to 1010 three times.

6. Count from 9,995 to 10,005 three times.

7. Ask and then answer about how many men there are in each organization based on the following table:

	Organization	Approximate Strength
a.	a division	15,000
b.	a battalion	862
c.	a company	194
d.	your school	3,350
e.	that garrison	28,600

8. Ask and then answer what the rank of each person is, using the following table:

	Name	Rank
a.	Tanaka	Sgt Major
b.	Yamada	Cpl
c.	Suzuki	1st Sgt

B. Exercises and Conversation, continued.

d.	Yamamoto	SSgt
e.	Kawata	Sfc
f.	Kaneko	Sgt

9. Ask and then answer how many men each person has under him, using the following table:

Capt Yamane	250
Maj Tokuyama	946
Col Sasaki	2,370
Maj Gen Sato	34,600

Lesson 9

A. Perception Drill.

1.		shootai	platoon
		shoojuu-shootai	rifle platoon
		juukaki-shootai	weapons platoon
		buntai	squad
		shoojuu-buntai	rifle squad
		juukaki-buntai	weapons squad
		yori	than
	a.	Beikoku wa Nihon yori ookii desu ka.	Is the United States larger than Japan?
	b.	Hai, Beikoku wa Nihon yori ookii desu.	Yes, the United States is larger than Japan.
	c.	Buntai wa shootai yori chiisai desu.	A squad is smaller than a platoon.
2.		dotchi or dochira	which (of two)?
		hoo	side, direction
		dotchi (no hoo) dotchira (no hoo)	which of the two
		atarashii	new, fresh (I-adj)
		furui	old, stale (I-adj)
		A to B de wa	between A and B, of A and B
		hensei	organization
	a.	Beikoku to Nihon dewa, dotchi ga ookii desu ka.	Of the U. S. A. and Japan, which is larger?
	b.	Beikoku no hoo ga ookii desu.	The U. S. A. is larger.
	c.	Kono hensei to sono hensei de wa, dotchi ga atarashii desu ka.	Of this organization and that one, which is newer?

A. Perception Drill, continued.

d.	Kono hensei no hoo ga atarashii desu.	This organization is newer.
e.	Daitai to chuutai de wa, dotchi ga chiisai desu ka.	Of a battalion and a company, which (one) is smaller?
f.	Chuutai no hoo ga chiisai desu.	A company is smaller.
3.	shudooka	combat arms
	shokushu or heishu	branch (of the Army)
	hohei	Infantry
	hoohei	Artillery
	kikoohei	Armored Cavalry (armor)
	koohei	Engineer
	tatoeba	for example
	nado	others, etc.
a.	Shudooka ni wa donna heishu ga arimasu ka.	What branches are there among combat arms?
b.	Tatoeba, hohei, hoohei nado ga arimasu.	For example, there are Infantry, Artillery, etc.
c.	Kyooshitsu ni wa tsukue ya isu nado ga arimasu.	There are desks, chairs, etc. in the classroom.
4.	naka	inside
	naka ni	in, inside
	mono	things
	iroiro	variety, many kinds
	iroiro no or iroiro na	various
	minna	all

Lesson 9

A. Perception Drill, continued.

	a.	Kyooshitsu no naka ni nani ga arimasu ka.	What's in the classroom?
	b.	Iroiro no mono ga arimasu.	There are various things.
	c.	Kyooshitsu ni wa minna isu ga arimasu ka.	Do all classrooms have chairs?
	d.	Hai, kyooshitsu ni wa minna isu ga arimasu.	Yes, all classrooms have chairs.
5.		hoka	besides
		sono hoka	besides that, besides, in addition
		kazu	number
		ooi	many, numerous (I-adj)
		sukunai	few, little (I-adj)
	a.	Kono gakkoo no seito no kazu wa dono gurai desu ka.	What's the approximate number of students at this school?
	b.	Nisen-mei gurai desu.	It's about 2,000.
	c.	Ooi desu ne.	It's a lot, isn't it?
	d.	Sono hoka, dare ga imasu ka.	Who is there besides them?
	e.	Sono hoka, sensei ga hyaku-mei imasu.	Besides them, there are 100 instructors.
6.		naishi	from --- to ---
	a.	Chuutai ni wa hei ga nam-mei imasu ka.	How many men are there in a company.
	b.	Hyaku hachijuu roku-mei naishi hyaku kyuujuu yom-mei imasu.	There are from 186 to 194.

Lesson 9

B. Dialogue.

Combat Arms.

1. A: Ohayoo gozaimasu.

   B: Ohayoo gozaimasu.

2. A: Kyoo wa shudooka ni tsuite hanashite kudasai. Shudooka ni wa donna heishu ga arimasu ka.

   B: Shudooka ni wa iroiro (no heishu ga) arimasu. Tatoeba, hohei, hoohei, kikoohei, koohei nado desu.

3. A: Anata no shokushu wa nan desu ka.

   B: Watakushi no heishu wa hohei desu.

4. A: Shokushu to heishu wa onaji desu ka.

   B: Soo desu.

5. A: Hohei daitai no chuutai to shootai de wa, dotchi ga ookii desu ka.

   B: Chuutai no hoo ga ookii desu.

6. A: Dewa, buntai wa.

   B: Buntai wa shootai yori chiisakute, shootai ni wa buntai ga mittsu arimasu.

7. A: Chuutai ni wa shootai ga ikutsu arimasu ka.

   B: Shoojuu-shootai ga mittsu to, sono hoka juukaki-shootai ga hitotsu arimasu.

8. A: Sono hoka nani ga arimasu ka.

   B: Chuutai-hombu ga arimasu.

B. Dialogue, continued.

9. A: Shoojuu-chuutai no naka ni juukaki-shootai ga arimasu ka.

B: Hai, shoojuu-chuutai ni wa minna juukaki-shootai ga arimasu.

10. A: Shootai no hei no kazu wa minna onaji desu ka.

B: Shoojuu-shootai ni wa yonjuu yom-mei imasu ga, juukai-shootai ni wa sanjuu hachi-mei imasu.

11. A: Dewa, chuutai ni wa minna de nam-mei imasu ka.

B: Hyaku hachijuu roku-mei naishi hyaku kyuujuu yom-mei imasu.

12. A: Anata no chuutai ni wa iku-mei imasu ka.

B: Nihyaku sanjuu-mei gurai imasu.

13. A: Sore wa ooi desu ne.

B: Hai, soo desu. Watakushi no chuutai no hensei wa furui desu. Atarashii hensei no chuutai wa, hei no kazu ga sukunai desu.

14. A: Soo desu ka. Doomo iroiro arigatoo gozaimashita.

B: Doo itashimashite.

Lesson 9

C. English Equivalents, Dialogue.

1. A: Good morning.

   B: Good morning.

2. A: Please tell me about combat arms today. What branches are there among combat arms?

   B: There are various branches among combat arms. For example, they are Infantry, Artillery, Armored Cavalry (armor), Engineer, etc.

3. A: What's your branch?

   B: My branch is Infantry.

4. A: Do the terms shokushu and heishu mean the same?

   B: That's right.

5. A: Of a company and a platoon of an infantry battalion, which is larger?

   B: A company is larger.

6. A: Then, how about a squad?

   B: A squad is smaller than a platoon, and there are three squads in a platoon.

7. A: How many platoons are there in a company?

   B: There are three rifle platoons, and, besides them, there is one weapons platoon.

8. A: What else is there?

   B: There is a company headquarters.

C. English Equivalents, Dialogue, continued.

9. A: Is there a weapons platoon in a rifle company?

B: Yes, all rifle companies have a weapon platoon.

10. A: Is the number of troops the same for all platoons?

B: There are 44 men in a rifle platoon, but 38 men in a weapons platoon.

11. A: Then, how many are there altogether in a company?

B: There are from 186 to 194 men.

12. A: How many are there in your company?

B: There are about 230.

13. A: That's a lot, isn't it?

B: Yes, it is. The organization of my company is old. The number of men in a company with a new organization is smaller.

14. A: I see. Thank you very much for everything.

B: You're welcome.

D. Grammar Notes.

1. de (wa).

When the Japanese want to compare two or more things or ask which of two or more things is more or most something in Japanese, they first mention the list of things they are going to compare or ask about. This is done normally in the following construction:

"A" to "B" to "C" de wa

'as for A, B, and C'

or

'of A, B, and C'

or

'among A, B, and C'

The particle de in the above construction indicates the limits within which two or more things are compared. The de may or may not be followed by the particle wa.

2. dotchi or dochira.

If there are only two items to be compared, the question is asked by using the word dotchi or dochira 'which of the two?' e.g.,

Beikoku to Nihon de wa, dotchi ga ookii desu ka.

'Of the U. S. A. and Japan, which is larger?'

The complete pattern used to compare three or more things will be discussed later.

D. Grammar Notes, continued.

3. Comparison.

In English, adjectives have three different forms to express three degrees of comparison - the positive, comparative, and superative. The positive degree is the simple form of the adjective used when no comparison is made between objects or persons, e.g., 'good', 'large', 'expensive'. The comparative degree is used in comparing one object or person with another one, e.g., 'better', 'larger', 'more expensive'. The superative degree is used normally in comparing three or more objects or people, e.g., 'best', 'largest','most expensive' or 'least expensive'.

In Japanese, however, forms of adjectives do not change for different degrees of comparison. For example, the adjective ookii or ookii desu just means 'something or someone is big'. To say 'something or someone is bigger, the Japanese also uses ookii or ookii desu, but they often add something somewhere in the sentence to bring out the fact that they are making a comparison. In asking a question about which of two things is more or less something, the question word dotchi or dochira is used to bring out the fact that only two things are compared.

4. hoo.

If just one thing is mentioned and the other item of comparison implied, they usually add hoo after the word which refers to the stated item of comparison, e.g.,

> Beikoku no hoo ga ookii desu.
>
> 'The United States of America is larger.'

The word hoo is a noun and it literally means 'side' or 'direction'. It is always preceded by some modifier.

5. yori.

Yori is a particle meaning 'than' and it is used to indicate that the word preceding it is the standard with which another item is compared, e.g.,

> Beikoku wa Nihon yori ookii desu.
>
> 'The U. S. A. is larger than Japan.'

6. nado.

Following one or more nouns or pronouns, nado indicates that the preceding are stated as examples of a longer series, e.g.,

> Kyooshitsu no naka ni wa, isu ya tsukue nado ga arimasu.
>
> 'There are chairs and desks and so on in the classroom.'

7. ooi and sukunai.

The words ooi and sukunai are both I-adjectives. Ooi means 'many, much, numerous', and sukunai 'few, little'. They do not usually occur in front of nouns. In other words they normally occur predicatively, e.g.,

> Rikugun no seito wa ooi desu ga,
> Kaigun no seito wa sukunai desu.
>
> 'There are many students from the Army,
> but few from the Navy.'
>
> (Lit: Students from the Army are many,
> but students from the Navy are few.)

Lesson 9

E. Exercises and Conversation.

1. Given below are pairs of units. Ask and then answer which of the two given units is larger:

   a. a regiment and a battalion.

   b. a battalion and a company.

   c. a company and a platoon.

   d. a platoon and a squad.

2. Ask if each of the items listed under Column A is larger than the corresponding item given under Column B. Then give HAI and IIE answers for each question:

	A	B
a.	this child	that adult
b.	that instructor	this student
c.	this unit	that unit
d.	that division	this division
e.	this corps	that corps

3. Ask what branch of the Army each of the officers listed under Column A is, and then answer each question using the corresponding branch given under Column B:

	A	B
a.	1/Lt Tanaka	Infantry
b.	Capt Yamada	Artillery
c.	Maj Suzuki	Armored Cavalry (armor)
d.	Lt Col Kawata	Engineer

E. Exercises and Conversation, continued.

4. Tell a visitor about your unit. Include the following information:

   a. Your unit is an infantry battalion.

   b. There are 3 companies in your unit.

   c. Each company has 3 rifle platoons and one weapons platoon and so on.

   d. Each company has about 187 men.

   e. The organization of your company is new.

5. Express the following in Japanese, using ooi or sukunai whichever is appropriate:

   a. There are many new buildings in this school.

   b. There aren't many instructors of the Japanese language.

   c. Generals of the army are few.

   d. There aren't many books in this room.

6. Ask what or who is in each of the locations listed under Column A, and then answer each question using the corresponding item given under Column B:

	A	B
a.	this school	various buildings
b.	that company	various platoons
c.	this room	various books, magazines, and so on.
d.	this office	various instructors
e.	that classroom	various students

Lesson 10

A. Perception Drill.

1.	tabako or makitabako	cigarette
	hamaki	cigar
	- hon	a counter to count long objects
	ip-pon	1 long, cylindrical object
	ni-hon	2 long, cylindrical objects
	sam-bon	3 long, cylindrical objects
	shi-hon	4 long, cylindrical objects
	go-hon	5 long, cylindrical objects
	rop-pon	6 long, cylindrical objects
	shichi-hon or nana-hon	7 long, cylindrical objects
	hap-pon or hachi-hon	8 long, cylindrical objects
	kyuu-hon	9 long, cylindrical objects
	jip-pon or jup-pon	10 long, cylindrical objects
	nam-bon or iku-hon	how many cylindrical objects
a.	Tabako ga nam-bon arimasu ka.	How many cigarettes are there?
b.	Jip-pon arimasu.	There are 10.

Lesson 10

A. Perception Drill, continued.

2.	- en	yen
	- doru	dollar
	- sento	cent
	ichi-en	1 yen
	ni-en	2 yen
	san-en	3 yen
	yo-en	4 yen
	go-en	5 yen
	roku-en	6 yen
	nana-en or shichi-en	7 yen
	hachi-en	8 yen
	kyuu-en	9 yen
	juu-en	10 yen
	nan-en	how many yen?
a.	Hamaki wa ip-pon nan-en desu ka.	How many yen is a cigar?
b.	Sanjuu-en desu.	It's 30 yen.
3.	hako	box
	ikura	how much
	hito-hako	1 box
	futa-hako	2 boxes
	mi-hako	3 boxes
	yo-hako	4 boxes
	itsu-hako	5 boxes

A. Perception Drill, continued.

	mu-hako	6 boxes
	nana-hako	7 boxes
	iku-hako	how many boxes?
a.	Sono tabako wa hito-hako ikura desu ka.	How much is a pack of these cigarettes?
b.	Hito-hako gojuu-en desu.	They are 50 yen a pack.
4.	dore	which (of three or more objects)?
	saifu	wallet
	kane or okane	money
a.	Dore ga anata no saifu desu ka.	Which is your wallet?
b.	Kore ga watakushi no desu.	This is mine.
5.	- ban	a counter, referring to numbers
	ichi-ban	number 1, most of all
	ni-ban	number 2
	sam-ban	number 3
	yom-ban	number 4
	go-ban	number 5
	roku-ban	number 6
	nana-ban or shichi-ban	number 7
	hachi-ban	number 8
	kyuu-ban	number 9
	juu-ban	number 10
	nam-ban	What number?

A. Perception Drill, continued.

	a.	Anata wa nam-ban desu ka.	What number are you?
	b.	Ni-ban desu.	I'm number two.
6.		takai	expensive, high, tall (I-adj)
		yasui	inexpensive, cheap (I-adj)
		Fuji Peace Hikari Midori	names of Japanese cigarettes
		ichi-ban ookii	the largest
		ichi-ban nagai	the longest
		ichi-ban takai	the most expensive, the highest, the tallest
	a.	Hyaku to sen to man de wa dore ga ichi-ban ookii desu ka.	Of 100, 1000 and 10,000, which is the largest.
	b.	Man ga ichi-ban ookii desu.	10,000 is the largest.
	c.	Fuji to Peace to Hikari de wa, dore ga ichi-ban takai desu ka.	Of Fuji, Peace and Hikari, which is the most expensive?
	d.	Fuji ga ichi-ban takai desu.	Fuji is the most expensive.
7.		bai	multiples, times, twice
		ichi-bai	one time, two times
		ni-bai	two times
		sam-bai	three times
		yom-bai	four times
		go-bai	five times

Lesson 10

A. Perception Drill, continued.

	roku-bai	six times
	nana-bai or shichi-bai	seven times
	hachi-bai	eight times
	kyuu-bai	nine times
	juu-bai	ten times
	nam-bai	how many times?
a.	Hachi wa ni no nam-bai desu ka.	How many times 2 is 8?
b.	Hachi wa ni no yom-bai desu.	Eight is 4 times 2.
8.	sam-bun no ichi	1/3
	sam-bun no ni	2/3
	go-bun no ichi	1/5
	ham-bun	one half
a.	San wa ku no sam-bun no ichi desu.	Three is 1/3 of 9.
b.	Ichi-en wa ichi-doru no sambyaku rokujuu-bun no ichi desu.	One yen is 1/360 of one dollar.
9.	-- ni	for
	- jin	a suffix indicating a nationality
	Nihon-jin or Nippon-jin	Japanese (people)
	Amerika	America
	Amerika-jin or Beikoku-jin	American

Lesson 10

A. Perception Drill, continued.

a.	Kono booshi wa anata ni sukoshi ookii desu ka.	Is this hat a little big for you?
b.	Hai, watakushi ni wa sukoshi ookii desu.	Yes, it's a little big for me.
c.	Kono hamaki wa Nihon-jin ni wa sukoshi takai desu.	This cigar is a little expensive for the Japanese.

Lesson 10

B. Dialogue.

Money

1. A: Konnichi wa.

   B: Konnichi wa.

2. A: Soko ni nani ga arimasu ka.

   B: Saifu ga arimasu.

3. A: Saifu no naka ni nani ga arimasu ka.

   B: Okane ga arimasu.

4. A: Ikura arimasu ka.

   B: Nisen hyaku rokujuu-en arimasu.

5. A: Ichi-doru wa iku-en desu ka.

   B: Sambyaku rokujuu-en desu.

6. A: Dewa, doru wa en no sambyaku rokujuu-bai desu ne.

   B: Hai, soo desu. En wa doru no sambyaku rokujuu-bun no ichi desu.

7. A: Sono hako wa nan desu ka.

   B: Tabako no hako desu.

8. A: Beikoku de wa, tabako wa hito-hako ikura desu ka.

   B: Nijuu go-sento desu.

9. A: Dewa, sono tabako wa hito-hako kyuujuu-en desu ne.

   B: Hai, soo desu.

B. Dialogue, continued.

10. A: Takai desu ne.

    B: Amerika no tabako wa Nihon-jin ni wa sukoshi takai desu.

11. A: Nihon no tabako wa yasui desu ka.

    B: Nihon de wa, tabako wa hito-hako yonjuu-en naishi gojuu-en desu.

12. A: Nihon no tabako wa hito-hako nam-bon arimasu ka.

    B: Jip-pon ka nijip-pon arimasu.

13. A: Nihon no hamaki wa yasui desu ka.

    B: Iie, ammari yasuku wa arimasen. Ip-pon sanjuu-en gurai desu.

14. A: Nihon ni wa donna tabako ga arimasu ka.

    B: Fuji, Peace, Hikari, Midori nado ga arimasu.

15. A: Fuji to Peace to Hikari to Midori de wa dore ga ichiban takai desu ka.

    B: Fuji ga ichiban takai desu.

16. A: Hito-hako ikura desu ka.

    B: Hito-hako jip-pon de, gojuu-en desu.

17. A: Dewa, dore ga ichiban yasui desu ka.

    B: Midori ga ichiban yasui desu. Hito-hako nijip-pon de, gojuu-en desu.

Lesson 10

C. English Equivalents, Dialogue.

1. A: Good afternoon.

B: Good afternoon.

2. A: What's there?

B: A wallet.

3. A: What's in the wallet?

B: Money.

4. A: How much is there?

B: 2,160 yen.

5. A: How many yen is one dollar?

B: 360 yen.

6. A: Then, one dollar is 360 times of one yen, isn't it?

B: Yes, it is. One yen is 1/360 of one dollar.

7. A: What's that box?

B: It's a cigarette box.

8. A: How much is a pack of cigarettes in the United States?

B: Twenty-five cents.

9. A: Then, those cigarettes are 90 yen a pack, aren't they?

B: Yes, that's right.

Lesson 10

C. English Equivalents, Dialogue, continued.

10. A: They are expensive, aren't they?

    B: American cigarettes are a little expensive for the Japanese people.

11. A: Are Japanese cigarettes cheap?

    B: In Japan, cigarettes are from 40 yen to 50 yen a pack.

12. A: How many cigarettes are there in one pack in Japan?

    B: There are 10 or 20.

13. A: Are Japanese cigars cheap?

    B: No, they are not very cheap. They are about 30-yen a piece.

14. A: What cigarettes are there in Japan?

    B: There are Fuji, Peace, Hikari, Midori, etc.

15. A: Of Fuji, Peace, Hikari, and Midori, which is the most expensive?

    B: Fuji is the most expensive.

16. A: How much a pack?

    B: Ten cigarettes a pack and it's 50-yen.

17. A: Then, which is the cheapest?

    B: Midori is the cheapest. 20 cigarettes a pack, and it's 50-yen.

Lesson 10

D. Grammar Notes.

1. -hon.

-*Hon* is a counter for counting long, slender objects, such as cigars, cigarettes, pencils, trees, fingers, neckties, poles, etc. Note that it results in assimilated forms when compounded with certain numerals:

ip-pon ... '1 long object'
ni-hon ... '2 long objects'
sam-bon .. '3 long objects'
shi-hon .. '4 long objects'
go-hon ... '5 long objects'
rop-pon ... '6 long objects'
shichi-hon *or* nana-hon ... '7 long objects'
hap-pon *or* hachi-hon ... '8 long objects'
kyuu-hon .. '9 long objects'
jip-pon *or* jup-pon ... '10 long objects'

nam-bon or iku-hon ... 'how many long objects?'

Examples:

Koko ni tabako ga sam-bon arimasu.
'Here are 3 cigarettes.'

Hako no naka ni hamaki ga jip-pon arimasu.
'There are 10 cigars in a box.'

2. -hako.

The word *hako* means 'box', and it is also used as a counter to count boxes. Note that it is compounded with certain numerals of Japanese orgin in their respective adjectival forms only, normally from one to about five:

hito-hako	'1 box'
futa-hako	'2 boxes'
mi-hako	'3 boxes'
yo-hako	'4 boxes'
itsu-hako	'5 boxes'
mu-hako	'6 boxes'
nana-hako	'7 boxes'
iku-hako	'how many boxes?'

Example:

Koko ni tabako ga futa-hako arimasu.

'Here are 2 packs of cigarettes.'

3. dore.

Dore is a question word, meaning 'which of three or more things?', e.g.,

Dore ga anata no desu ka.

'Which is yours?'

4. -ban.

-Ban is a counter that refers to numbers. It is compounded with the numerals of Chinese origin:

ichi-ban	number 1	nana-ban or shichi-ban	number 7
ni-ban	number 2	hachi-ban	number 8
sam-ban	number 3	kyuu-ban	number 9

D. Grammar Notes, continued.

yom-ban	number 4	juu-ban	number 10
go-ban	number 5	juuichi-ban ..	number 11
roku-ban	number 6	nam-ban	what number?

5. ichiban.

Ichiban means not only 'number one' but also 'most of all' when it occurs in front of the adjective, and thus it is used to express the superative degree when three or more things are compared.

Examples:

> Fuji to Peace to Hikari de wa dore ga ichiban takai desu ka.
>
> 'Of Fuji, Peace and Hikari, which is the most expensive?
>
> Fuji ga ichiban takai desu.
>
> 'Fuji is the most expensive.'

When three or more people are compared, the question word dare or donata is used instead of dore, e.g.,

> Tanaka-san to Yamada-san to Suzuki-san de wa dare ga ichiban chiisai desu ka.
>
> 'Of Mr. Tanaka, Mr. Yamada, and Mr. Suzuki, who is the smallest?'

6. ni.

Following nouns or pronouns, the particle ni also means 'for', e.g.,

D. Grammar Notes, continued.

Kono kutsu wa Taroo ni wa sukoshi ookii desu.

'These shoes are a little big for Taro.'

Kono jidoosha wa watakushi ni wa sukoshi takai desu.

'This car is a little expensive for me.'

7. -jin.

-Jin 'person' is a suffix. When it is suffixed to the name of a country, the compound form refers to the people of that country, e.g.,

Nihon-jin	'the Japanese people'
Amerika-jin	American(s)
Beikoku-jin	American(s)

E. Exercises and Conversation.

1. There are twenty cigarettes in a box. Count them one by one using the proper counter.

2. Ask and then answer how much the cigars are, using the following table:

	Quantity	Price
a.	1	30 yen
b.	2	58 yen
c.	3	80 yen
d.	4	100 yen

3. Ask and then answer how much a pack of cigarettes is, using the following table:

Cigarettes	Price
Fuji	50 yen
Peace	40 yen
Hikari	30 yen

4. Ask and then answer which of the three things listed below is the largest:

   a. squad, platoon, company

   b. regiment, battalion, company

   c. division, brigade, army

   d. 100; 1,000; 10,000

E. Exercises and Conversation, continued.

5. Orally express the following in Japanese.

3 X 2 = 6

100 X 3 = 300

1,000 X 10 = 10,000

1/3 of 6 = 2

2/5 of 25 = 10

1 dollar = 360 yen

Lesson 11

A. Perception Drill.

1.	arukimasu	walk (v.)
	mimasu	see, look at, watch (v.)
	tabemasu	eat (v.)
	shimasu	do (v.)
a.	Arukimasu ka.	Are you going to walk? or Do you walk?
b.	Hai, arukimasu.	Yes, I'm going to walk. or Yes, I'll walk. or Yes, I walk.
c.	Iie, arukimasen.	No, I'm not going to walk. or I won't walk. or I don't walk.
d.	Mimasu ka.	Are you going to see (it)? or Do you see (it)?
e.	Hai, mimasu.	Yes, I'm going to see (it). or

Lesson 11

A. Perception Drill, continued.

	Yes, I'll see (it). or Yes, I see (it).
f. Iie, mimasen.	No, I'm not going to see (it). or No, I won't see (it). or No, I don't see (it).
g. Tabemasu ka.	Are you going to eat (it)? or Do you eat (it)?
h. Hai, tabemasu.	Yes, I'm going to eat (it). or Yes, I'll eat (it). or Yes, I eat (it).
i. Iie, tabemasen.	No, I'm not going to eat (it). or No, I won't eat (it). or No, I don't eat (it)

A. Perception Drill, continued.

j.	Shimasu ka.	Are you going to do (it)? or Do you do (it)?
k.	Hai, shimasu.	Yes, I'm going to do (it). or Yes, I'll do (it). or Yes, I do (it).
l.	Iie, shimasen.	No, I'm not going to do (it). or No, I won't do (it). or No, I don't do (it).
2.	e	picture, painting
	ji	character, letter
	rajio	radio
	oto	sound, noise
	terebi	television
	o	particle to denote direct objects
	kikimasu	hear, listen (v.)
	kakimasu	write, draw (v.)

Lesson 11

A. Perception Drill, continued.

a. Kono zasshi o mimasu ka.	Are you going to see this magazine? or Do you see this magazine?
b. Hai, sono zasshi o mimasu.	Yes, I'm going to see that magazine. or Yes, I'll see that magazine. or Yes, I see that magazine.
c. Iie, sono zasshi o mimasen.	No, I'm not going to see that magazine. or No, I won't see that magazine. or No, I don't see that magazine.
d. Rajio o kikimasu ka.	Are you going to listen to a the radio? or Do you listen to the radio?
e. Hai, rajio o kikimasu.	Yes, I'm going to listen to the radio. or

Lesson 11

A. Perception Drill, continued.

	Yes, I'll listen to the radio. or Yes, I listen to the radio.
f. Iie, rajio o kikimasen.	No, I'm not going to listen to the radio. or No, I won't listen to the radio. or No, I don't listen to the radio.
g. Ji o kakimasu ka.	Are you going to write characters? or Do you write characters?
h. Hai, ji o kakimasu.	Yes, I'm going to write characters. or Yes, I'll write characters. or Yes, I write characters.
i. Iie, ji o kakimasen.	No, I'm not going to write characters. or

A. Perception Drill, continued.

		No, I don't write characters.
		or
		No, I don't write characters.
3.	kao	face
	me	eye
	hana	nose
	kuchi	mouth
	mimi	ear
	te	hand, arm
	ashi	leg, foot
	mono	thing
	nioi	smell, aroma
	kagimasu	smell (v.)
	hanashimasu	talk, speak (v.)
	mochimasu	hold (v.)
	de	by means of, with
a.	Nan de arukimasu ka.	What do you walk with?
b.	Ashi de arukimasu.	I walk with my legs.
c.	Nan de mono o mochimasu ka.	What do you hold things with?
d.	Te de mochimasu.	I hold with my hands.
e.	Nan de nioi o kagimasu ka.	What do you smell with?

Lesson 11

A. Perception Drill, continued.

	f.	Hana de kagimasu.	I smell with my nose.
	g.	Nan de hanashimasu ka.	What do you talk with?
	h.	Kuchi de hanashimasu.	I talk with my mouth.
4.	a.	Anata wa pen de nani o shimasu ka.	What do you do with a pen?
	b.	Pen de ji o kakimasu.	I write characters with a pen.
	c.	Pen de e mo kakimasu ka.	Do you also draw pictures with a pen.
	d.	Hai, pen de e mo kakimasu.	Yes, I also draw pictures with a pen.
	e.	Iie, pen de e o kakimasen. or Iie, pen de wa e o kakimasen. or Iie, pen de e wa kakimasen. or Iie, pen de wa e wa kakimasen.	No, I don't draw pictures with a pen
	f.	Empitsu de mo ji o kakimasu ka.	Do you write characters with a pencil also?
	g.	Hai, empitsu de mo ji o kakimasu.	Yes, I write characters also with a pencil.
	h.	Iie, empitsu de wa ji o kakimasen. or Iie, empitsu de wa ji wa kakimasen.	No, I don't write characters with a pencil.

A. Perception Drill, continued.

5.	mazu	first of all
	shitsumon	question
	shitsumon-shimasu	question (v.)
a.	Shitsumon ga arimasu ka.	Do you have any questions?
b.	Hai, arimasu.	Yes, I have.
c.	Iie, arimasen.	No, I don't.
d.	Shitsumon-shimasu.	I'm going to ask questions. or I ask questions.
e.	Shitsumon-shimasen.	I'm not going to ask questions. or I don't ask questions.

Lesson 11

B. Dialogue.

Actions

1. A: Ohayoo gozaimasu.

   B: Ohayoo gozaimasu.

2. A: Kyoo wa kao ya te ya ashi ni tsuite shitsumon shimasu. Kore wa kao desu. Mazu,kao ni wa nani ga arimasu ka.

   B: Me ga futatsu, mimi ga futatsu, hana ga hitotsu, kuchi ga hitotsu arimasu.

3. A: Me de nani o shimasu ka.

   B: Me de iroiro no mono o mimasu.

4. A: Mimi de nani o shimasu ka.

   B: Oto o kikimasu.

5. A: Hana de nani o shimasu ka.

   B: Hana de nioi o kagimasu.

6. A: Kuchi de nani o shimasu ka.

   B: Kuchi de tabemasu.

7. A: Sono hoka kuchi de nani o shimasu ka.

   B: Hanashimasu.

8. A: Te wa nam-bon arimasu ka.

   B: Ni-hon arimasu.

Lesson 11

B. Dialogue, continued.

9. A: Ashi wa.

B: Ashi mo ni-hon arimasu.

10. A: Te de nani o shimasu ka.

B: Te de iroiro no mono o mochimasu.

11. A: Ashi de nani o shimasu ka.

B: Ashi de arukimasu.

12. A: Te de mo arukimasu ka.

B: Iie, te de wa arukimasen.

13. A: Anata wa nan de ji ya e o kakimasu ka.

B: Pen ka empitsu de kakimasu.

14. A: Anata wa rajio o kikimasu ka.

B: Iie, rajio wa ammari kikimasen. Sono kawari ni terebi o mimasu.

15. A: Mimi de terebi o mimasu ka.

B: Iie, mimi de mimasen. Me de mimasu.

16. A: Nihon-jin wa Nihongo o hanashimasu ka, eigo o hanashimasu ka.

B: Nihongo o hanashimasu.

17. A: Amerika-jin wa.

B: Eigo o hanashimasu.

B. Dialogue, continued.

18. **A:** Doomo arigatoo gozaimashita.

    B: Doo itashimashite.

Lesson 11

C. English Equivalents, Dialogue.

1. A: Good morning.

   B: Good morning.

2. A: I'm going to ask questions about a face, hands, legs, and others. This is a face. First of all, what's on the face?

   B: There are two eyes, two ears, one nose and one mouth.

3. A: What do we do with our eyes?

   B: We see various things with our eyes.

4. A: What do we do with our ears?

   B: We hear sounds.

5. A: What do we do with our noses?

   B: We smell with our noses.

6. A: What do we do with our mouths?

   B: We eat with our mouths.

7. A: What else do we do with our mouths?

   B: We talk.

8. A: How many hands do we have?

   B: Two.

9. A: How about our legs?

   B: We have two legs, too.

Lesson 11

C. English Equivalents, Dialogue, continued.

10. A: What do we do with our hands?

B: We hold various things with our hands.

11. A: What do we do with our legs?

B: We walk.

12. A: Do we walk with our hands, too?

B: No, we don't walk with our hands.

13. A: What do you write characters and (draw) pictures with?

B: I write (and draw) with a pen or pencil.

14. A: Do you listen to the radio?

B: No, I don't listen to the radio very much. Instead I watch television.

15. A: Do you watch television with your ears?

B: No, not with my ears. I watch with my eyes.

16. A: Do the Japanese speak Japanese or English?

B: Japanese.

17. A: How about Americans?

B: English.

18. A: Thank you very much.

B: You're welcome.

Lesson 11

D. Grammar Notes.

1. Verbs in -masu and -masen.

So far you have learned primarily three kinds of verbs:

a. Formal non-past copula.

desu .... 'is, am, are'

ja arimasen or de wa arimasen ....
'is not, am not, are not'

Example:

Kore wa hon desu ka.

'Is this a book?'

Iie, hon ja arimasen.

'No, that's not a book.'

b. Formal non-past existential verb for inanimate objects:

arimasu .... 'is (located), am (located), are (located)'

arimasen .... 'is not (located), am not (located), are not (located)'

Example:

Kono jimushitsu ni wa hon ga takusan arimasu ka.

'Are there many books in this office?'

Iie, takusan arimasen.

'No, there are not many.'

D. Grammar Notes, continued.

c. Formal non-past existential verb for animate objects:

imasu .... 'is (located), am (located), are (located)'

imasen ...... 'is not (located), am not (located), are not (located)'

Example:

Tanaka-san wa jimushitsu ni imasu ka.

'Is Mr. Tanaka in his office?'

Iie, imasen.

'No, he is not.'

In this lesson, other verbs appear for the first time, and they indicate the occurrence of an action and can often occur by themselves without any grammatical reference to a subject. Ending in -masu (affirmative) and -masen (negative), they and all other verbs are formal and non-past, meaning 'something does or does not happen' or 'something is or is not going to happen (or something has not happened up to the present time)'.

Examples:

Arukimasu ka.	Hai, arukimasu.
'Are you going to walk?'	'Yes, I'm going to walk.'
'Are we going to walk?'	'Yes, we are going to walk.'
'Is he going to walk?'	'Yes, he is going to walk.'

D. Grammar Notes, continued.

'Is she going to walk?'	'Yes, she is going to walk.'
'Are they going to walk?'	'Yes, they are going to walk.'
'Am I going to walk?'	'Yes, you are going to walk.'
'Is it going to walk?'	'Yes, it's going to walk.'

or

'Do you walk?'	'Yes, I walk.'
'Does he walk?'	'Yes, he walks.'
etc.	etc.

Iie, arukimasen.

'No, I'm not going to walk.'

'No, we are not going to walk.'

'No, he is not going to walk.'

'No, she is not going to walk.'

'No, they are not going to walk.'

'No, you are not going to walk

'No, it's not going to walk.'

Past tense forms of verbs will be introduced in a subsequent lesson.

All Japanese verbs are inflected words. The pattern of inflection differs depending upon the group to which verbs belong. There are four different groups of verbs. Each inflected form of each group and its function will be dealt with as they appear in subsequent lessons.

D. Grammar Notes, continued.

2. o.

O is a particle and it, too, has several functions. It indicates that the noun or pronoun that precedes it is the *direct object* of a transitive verb. The direct object is the receiver (thing or person) of the direct action indicated by the verb. In Japanese it is normally placed *before* the verb, e.g.,

Nihongo *o* hanashimasu ka.
'Do you speak Japanese?'
Hai, (Nihongo *o*) hanashimasu.
'Yes, I do.'
Iie, (Nihongo *o*) hanashimasen.
'No, I don't.'

The particle *o* can be replaced with *mo* or *wa* as in the following examples.

Eigo *mo* hanashimasu ka.
'Do you speak English, too?'
Hai, (Eigo *mo*) hanashimasu.
'Yes, I do.'
Iie, Eigo *wa* hanashimasen.
'No, I don't speak English.'

Other functions of the particle *o* will be introduced in subsequent lessons.

D. Grammar Notes, continued.

3. de.

The particle de has been introduced previously with the meaning 'within the limits of'. In this lesson, it is used to indicate that a noun preceding it is the means or instrument with which something is performed or effected, e.g.,

Nan de arukimasu ka.
'What do you walk with?'
Ashi de arukimasu.
'I walk with my legs.'

(Note that the Japanese don't say 'my', 'your', 'our', 'his' or 'their' whenever the owner is clearly understood.)

Eigo de hanashimasu ka.
'Are you going to speak in English?'
Hai, Eigo de hanashimasu.
'Yes, I'm going to speak in English.'

The particle de can be followed by wa or mo as in the following examples:

Nihongo de mo hanashimasu ka.
'Are you going to speak also in Japanese?'
Hai, (Nihongo de mo) hanashimasu.
'Yes, I will.'

D. Grammar Notes, continued.

Iie, Nihongo *de wa* hanashimasen.

'No, I'm not going to speak in Japanese.'

4. *wa* and *mo*.

As you have already learned, the particle *mo* can replace the particles *wa*, *ga*, and *o*, and the particle *wa* can replace the particle *mo*, *ga* and *o*:

a. *mo*:

Kore *wa* nan desu ka.

'What's this?'

Sore *wa* kuzukago desu.

'That's a wastebasket.'

Kore *mo* kuzukago desu ka.

'Is this a wastebasket, too?'

Hai, sore *mo* kuzukago desu.

'Yes, that's a wastebasket, too.'

Nihon no tabako *ga* arimasu ka.

'Do you have Japanese cigarettes?'

Hai, arimasu.

'Yes, we do.'

Amerika no tabako *mo* arimasu ka.

'Do you have American cigarettes, too?'

Hai, arimasu.

'Yes, we do.'

D. Grammar Notes, continued.

Eigo o hanashimasu ka.

'Do you speak English?'

Hai, hanashimasu.

'Yes, I do.'

Nihongo mo hanashimasu ka.

'Do you speak Japanese, too?'

Hai, hanashimasu.

'Yes, I do.'

b. wa:

Kore mo kuzukago desu ka.

'Is this is a wastebasket, too?'

Iie, sore wa kuzukago ja arimasen.

'No, that's not a wastebasket.'

Nihon no tabako ga arimasu ka.

'Do you have Japanese cigarettes?'

Iie, (Nihon no tabako wa) arimasen.

'No, we don't (have Japanese cigarettes.'

Nihongo o hanashimasu ka.

'Do you speak Japanese?'

Iie, (Nihongo wa) hanashimasen.

'No, I don't (speak Japanese).'

Note also that the Japanese repeat the same verb in their response as was used in the question.

Lesson 11

E. Exercises and Conversation.

1. Change each of the following affirmative verbs to the corresponding negative verb:

   a. Arimasu.

   b. Imasu.

   c. Shimasu.

   d. Kikimasu.

   e. Hanashimasu.

   f. Mochimasu.

   g. Kakimasu.

   h. Arukimasu.

   i. Mimasu.

   j. Tabemasu.

2. Tell your friend that you are going to:

   a. listen to the radio.

   b. draw pictures.

   c. see the school.

   d. eat SUKIYAKI.

   e. ask questions.

3. Answer each of the following questions:

   a. Nan de arukimasu ka.

   b. Nan de nioi o kagimasu ka.

   c. Nan de oto o kikimasu ka.

   d. Nan de mono o mochimasu ka.

   e. Nan de terebi o mimasu ka.

4. Determine whether the following statements are true or false by answering affirmatively or negatively:

   a. Kuchi de tabemasu.

   b. Mimi de hanashimasu.

   c. Me de kakimasu.

4

E. Exercises and Conversation, continued.

d. Ashi de mimasu.

e. Hana de kikimasu.

5. Ask and then answer what one does with each of the following things:

   a. hands
   b. legs
   c. eyes
   d. mouth
   e. nose
   f. ears

6. Complete each of the following phrases by adding an appropriate conclusion:

   a. Ashi de nani o
   b. Ashi de
   c. Te de mono o
   d. Pen de ji o
   e. Empitsu de moji o
   f. Mimi de oto o
   g. Hana de wa
   h. Eigo de
   i. Nihongo de mo

Lesson 12

A. Perception Drill.

1.		raishuu	next week
		raigetsu	next month
		e	to (a particle indicating the direction or goal of action)
		hikkoshimasu	move (v.)
	a.	Raishuu hikkoshimasu.	I'm going to move next week.
	b.	Doko e hikkoshimasu ka.	Where are you going to move (to)?
	c.	Tookyoo e hikkoshimasu.	I'm going to move to Tokyo.
2.		de	in, at
		ni	to
		oshiemasu	teach (v.t.)
	a.	Tookyoo de nani o shimasu ka.	What are you going to do in Tokyo?
	b.	Nihongo o oshiemasu.	I'm going to teach Japanese.
	c.	Dare ni oshiemasu ka.	To whom are you going to teach?
	d.	Amerikajin ni oshiemasu.	I'm going to teach to Americans.
3.		ni	by, from
		naraimasu	is taught, learn (v.t.)
		ni naraimasu	is taught by, learn from
	a.	Dare ni Nihongo o naraimasu ka.	From whom are you going to learn Japanese?

A. Perception Drill, continued.

	b.	Nihonjin ni naraimasu.	I'm going to learn it from a Japanese.
4.		Doitsugo	German language
		Furansugo	French language
		dekimasu	can do, is possible, is able to do (v.i.)
		wakarimasu	is clear, is understandable, understand (v.i.)
	a.	Doitsugo ga dekimasu ka.	Can you speak German?
	b.	Hai, dekimasu.	Yes, I can (speak).
	c.	Iie, dekimasen.	No, I can't.
	d.	Furansugo ga wakarimasu ka.	Do you understand French?
	e.	Hai, wakarimasu.	Yes, I do (understand).
	f.	Iie, wakarimasen.	No, I don't (understand).
5.		yoku	well
		chitto	a little
		chitto mo .... n	not ... at all, not even a little
		sukoshi	a little
		sukoshi mo .... n	not ... at all, not even a little
	a.	Doitsugo ga yoku dekimasu ka.	Can you speak German well?
	b.	Doitsugo ga sukoshi dekimasu.	I can speak German a little.
	c.	Doitsugo wa sukoshi mo dekimasen.	I can't speak German at all.

Lesson 12

A. Perception Drill, continued.

	or	
	Doitsugo wa chitto mo dekimasen.	
6.	yasashii	easy (I-adj)
	muzukashii	difficult (I-adj)
a.	Nihongo wa yasashii desu ka, muzukashii desu ka.	Is Japanese easy or difficult?
b.	Ammari muzukashiku wa arimasen.	It isn't very difficult.
7.	nani ka	something
	nani mo ..... n	nothing, not anything
	dare ka or donata ka	somebody, someone
	dare mo ..... n or donata mo ..... n	nobody, not anybody
	doko ka	some place, somewhere
	doko mo ..... n	nowhere, not any place
a.	Hako no naka ni nani ka arimasu ka.	Is anything in the box?
b.	Hai, nani ka arimasu.	Yes, something is there.
c.	Nani ga arimasu ka.	What's there?
d.	Pen ga arimasu.	A pen is there.
e.	Iie, nani mo arimasen.	No, nothing is there.
f.	Jimushitsu ni dare ka imasu ka.	Is anybody in the office?

Lesson 12

A. Perception Drill, continued.

g.	Hai, dare ka imasu.	Yes, somebody is there.
h.	Dare ga imasu ka.	Who is there?
i.	Tanaka-san ga imasu.	Mr. Tanaka is there.
j.	Iie, dare mo imasen.	No, nobody is there.
k.	Doko ka muzukashii desu ka.	Is any place difficult?
l.	Doko ga muzukashii desu ka.	What place is difficult?
m.	Doko mo muzukashiku wa arimasen.	No place is difficult.
8.	dare ni	to whom?
	dare ka ni	to someone
	dare ni mo .... n	to nobody, not to anyone
	doko ni	where (at)?
	doko ka ni	(at) somewhere
	doko ni mo ..... n	at no place, not at any place, nowhere
a.	Dare ka ni Nihongo o oshiemasu ka.	Are you going to teach Japanese to someone?
b.	Iie, dare ni mo oshiemasen.	No, I'm not going to teach it to anybody. or No, I'm going to teach it to nobody.
c.	Sore wa doko ka ni arimasu ka.	Is it anywhere?
d.	Iie, doko ni mo arimasen.	No, it's nowhere.

Lesson 12

A. Perception Drill, continued.

9. a.	Sumimasen.	I'm sorry. or Thank you for your trouble.
b.	Sumimasen deshita.	I'm sorry for what I did.

Lesson 12

B. Dialogue.

Learning and Teaching.

1. A: Konnichi wa.

   B: Konnichi wa.

2. A: Ogenki desu ka.

   B: Okagesama de. Watakushi wa raishuu Tookyoo e hikkoshimasu.

3. A: Soo desu ka. Tookyoo de nani o shimasu ka.

   B: Nihongo o oshiemasu.

4. A: Dare ni oshiemasu ka.

   B: Amerikajin ni oshiemasu.

5. A: Soo desu ka. Watakushi wa raigetsu Yokohama e hikkoshimasu.

   B: Soo desu ka. Yokohama de nani o shimasu ka.

6. A: Yokohama no gakkoo de Eigo o naraimasu.

   B: Dare ni naraimasu ka.

7. A: Amerikajin no sensei ni naraimasu.

   B: Soo desu ka. Eigo ga wakarimasu ka.

8. A: Sukoshi wakarimasu. Anata wa Furansugo ga dekimasu ka.

   B: Hai, dekimasu.

9. A: Yoku dekimasu ka.

   B: Kanari dekimasu.

B. Dialogue, continued.

10. A: Furansugo wa yasashii desu ka.

B: Nihongo yori yasashii desu. Nihongo no hoo ga muzukashii desu.

11. A: Doitsugo mo dekimasu ka.

B: Iie, Doitsugo wa chitto mo dekimasen. Anata wa.

12. A: Watakushi wa Furansugo mo Doitsugo mo dekimasen.

B: Soo desu ka.

13. A: Ano isu no ue ni nani ka arimasu ne. Nan desu ka.

B: Doitsu no zasshi desu.

14. A: Dare ka Doitsugo ga dekimasu ka.

B: Iie, dare mo dekimasen.

15. A: Sono hako no naka ni nani ka arimasu ka.

B: Iie, nani mo arimasen.

16. A: Doko ka ni Furansu no zasshi wa arimasen ka.

B: Chotto matte kudasai. Furansu no zasshi wa doko ni mo arimasen.

17. A: Soo desu ka. Doomo sumimasen deshita.

B: Doo itashimashite.

Lesson 12

C. English Equivalents, Dialogue.

1. A: Good afternoon.

B: Good afternoon.

2. A: How are you?

B: (I'm fine), thank you. I'm going to move to Tokyo next week.

3. A: Is that so? What are you going to do in Tokyo?

B: I'm going to teach Japanese.

4. A: To whom are you going to teach?

B: To Americans.

5. A: I see. I'm going to move to Yokohama next month.

B: Is that so? What are you going to do in Yokohama?

6. A: I'm going to learn English at a school in Yokohama?

B: From whom are you going to learn?

7. A: I'm going to learn from a teacher who is an American.

B: I see. Do you understand English?

8. A: I understand it a little. Can you speak French?

B: Yes. I can.

9. A: Can you speak it well?

B: Fairly well.

C. English Equivalents, Dialogue, continued.

10. A: Is French easy?

B: It's easier than Japanese. Japanese is more difficult.

11. A: Can you speak German, too?

B: No, I can't speak German at all. How about you?

12. A: I can't speak French or German.

B: I see.

13. A: There is something on that chair, isn't there? What is it?

B: It's a magazine from Germany.

14. A: Can anyone speak German?

B: No, nobody can.

15. A: Is there anything in that box?

B: No, there is nothing.

16. A: Isn't there a magazine from France somewhere?

B: Wait a moment, please. There is no French magazine anywhere.

17. A: Is that so? Thank you (for what you did).

B: Don't mention it.

Lesson 12

D. Grammar Notes.

1. e.

Following a noun, the particle e 'to' indicates the direction or goal of an action, e.g.,

Tookyoo e hikkoshimasu.
'I'm going to move to Tokyo.'

2. de.

Occurring after a word of place and before a word of action, the particle de 'at, in' indicates the place where the action other than locomotion takes place, e.g.,

Gakkoo de oshiemasu.
'I'm going to teach at a school.'
or
'I teach at a school.'

Jimushitsu de tabemasu.
'I'm going to eat at the office.'
or
'I eat at the office.'

The particle ni 'at, in' indicates the place where something or somebody is located as was explained in a previous lesson. Therefore the particles ni and de, cannot be used interchangeably. Compare the above examples with the following:

D. Grammar Notes, continued.

Watakushi no hon wa gakkoo ni arimasu.
'My books are at the school.'

Tanaka-san wa jimushitsu ni imasu.
'Mr. Tanaka is in the office.'

The particle to indicate the place where the locomotion takes place will be introduced later.

3. ni.

The particle ni 'to' is used also to indicate the indirect object, e.g.,

Sensei wa seito ni Nihongo o oshiemasu.
'The teacher teaches the student Japanese.'
or
'The teacher teaches Japanese to the student.'

Thus, in English a phrase introduced by the preposition 'to' can be used instead of an indirect object. The particle ni, therefore, is used to indicate the noun or pronoun that corresponds to the object of the preposition 'to' in English.

Occasionally a particle like ni is used in an expression which calls for an unexpected equivalent in English. The particle ni 'from, by' is used also to indicate the person responsible for the action as in the

D. Grammar Notes, continued.

following examples:

a. Buraun-san wa dare ni Nihongo o naraimasu ka.

'From whom is Mr. Brown going to learn Japanese?'

or

'From whom does Mr. Brown learn Japanese?'

b. Buraun-san wa Tanaka-san ni Nihongo o naraimasu.

'Mr. Brown is going to learn Japanese from Mr. Tanaka.'

or

'Mr. Brown learns Japanese from Mr. Tanaka.'

c. Dare ga Tanaka-san ni Nihongo o naraimasu ka.

'Who is going to learn Japanese from Mr. Tanaka?'

or

'Who learns Japanese from Mr. Tanaka?'

d. Buraun-san ga Tanaka-san ni Nihongo o naraimasu.

'Mr. Brown is going to learn Japanese from Mr. Tanaka.'

or

'Mr. Brown learns Japanese from Mr. Tanaka.'

The action verb naraimasu actually means 'is taught', and the person responsible for the 'teaching' action is denoted by the particle ni. The person who receives this action is indicated by either wa or ga depending on the emphasis. Since there are only a few examples of this type, the student should simply memorize each of them as it is.

Compare the following examples:

Sensei ga seito ni Nihongo o oshiemasu.

'The instructor is going to each Japanese to the student.'

or

'The instructor teaches Japanese to the student.'

Seito wa sensei ni Nihongo o naraimasu.

'The student is going to learn Japanese from the teacher.'

or

'The student learns Japanese from the instructor.'

Lit:

'The student is going to be taught Japanese by the instructor.'

or

'The student is taught Japanese by the instructor.'

D. Grammar Notes, continued.

4. dekimasu and wakarimasu.

An intransitive verb is one that does not take a direct object.

Some Japanese intransitive verbs call for transitive verbs in English and vice versa. Thus, in the sentences,

Watakushi wa Furansugo ga dekimasu.

'I speak French.'

and

Watakushi wa Furansugo ga wakarimasu.

'I understand French.'

the subjects of the intransitive verbs dekimasu and wakarimasu are denoted by the particle ga (or wa depending on the emphasis), and the word watakushi is the notional subject in each case.

It should also be noted that the verbs dekimasu and wakarimasu are potential verbs by themselves and literally mean 'to be able to be done' and 'to be understandable', respectively.

5. chitto mo .... n and sukoshi mo .... n.

In Japanese certain words or phrases are always used in negative sentences. The phrases chitto mo and sukoshi mo always end in negation, e.g.,

D. Grammar Notes, continued.

Okane ga *chitto* *mo* *arimasen*.

'I don't have any money at all.'

(Lit: I don't have even a little money.)

Doitsugo wa *sukoshi* *mo* *dekimasen*.

'I can't speak German at all.'

(Lit: I can't speak German even a little.)

6. Question word plus *ka*.

Following a question word, the particle *ka* changes it to the corresponding indefinite pronoun, e.g.,

Question words		*Indefinite pronouns*	
nani	'what?'	nani ka	'*some*thing'
dare	'who?'	dare ka	'*some*body'
donata	'who?'	donata ka	'*some*body'
doko	'where?'	doko ka	'*some*where'
ikura	'how much?'	ikura ka	'*some* amount'
iku-nin	'how many people?'	iku-nin ka	'*some* number of people'

When these indefinite pronouns are used in sentences, the case particles *ga* and *o* are normally left unsaid.

Compare:

Nani *ga* arimasu ka.

'What's there?'

D. Grammar Notes, continued.

Nani ka arimasu.
'Something is there.'

Nani o shimasu ka.
'What are you going to do?'
Nani ka shimasu.
'I'm going to do something.'

However, other particles like ni, de, kara, etc. must be mentioned and they occur after the indefinite pronouns.

Compare:

Yamada-san wa doko ni imasu ka.
'Where is Mr. Yamada?'
Yamada-san wa doko ka ni imasu.
'Mr. Yamada is somewhere.'

Doko de shimasu ka.
'Where are you going to do it?'
Doko ka de shimasu.
'I'm going to do it somewhere.'

7. dare mo .... n and nanni mo .... n (or nani mo .... n)

Occuring after many of question words in negative sentences, the particle mo usually converts the question

D. Grammar Notes, continued.

words into the corresponding negative indefinite pronouns, e.g.,

Question words		Negative indefinite pronouns	
dare	'who?'	dare mo ... n	'nobody, not anybody'
nani	'what?'	nani mo ... n or nanni mo .. n	'nothing, not anything'
doko	'where?'	doko mo ... n	'nowhere, not anywhere'

When these negative indefinite pronouns are used in sentences, the case particles ga and o are left unsaid.

Compare:

Dare ga imasu ka.
'Who is there?'
Dare mo imasen.
'Nobody is there.'

Nani o tabemasu ka.
'What are you going to eat?'
Nani mo tabemasen.
'I'm going to eat nothing.'

However, other particles like ni, de, kara, etc. must be mentioned and they occur after the question words and before the particle mo.

D. Grammar Notes, continued.

Compare:

Doko ni arimasu ka.

'Where is it?'

Doko ni mo arimasen.

'It's nowhere.'

Doko de dekimasu ka.

'Where can you do it?'

Doko de mo dekimasen.

'I can't do it anywhere.'

Lesson 12

E. Exercises and Conversation.

1. Ask and then answer where and to whom each person is going to speak using the following table:

	where at	to whom
a. Tanaka	a school	instructors and students
b. Yamada	an office	instructors
c. Suzuki	a classroom	students

2. Each of the following sentences means "A teaches C to B". Making whatever changes are necessary, change them to the corresponding sentences meaning "B learns C from A":

   a. Tanaka-san wa Guriin-san ni Nihongo o oshiemasu.

   b. Sensei wa seito ni Doitsugo o oshiemasu.

   c. Amerikajin ga Nihonjin ni Eigo o oshiemasu.

3. Express the following questions in Japanese and then give HAI and IIE answers for each of them:

   a. Can you speak English?

   b. Do you understand Japanese?

   c. Can you speak French?

   d. Do you understand German?

4. Express the following questions in Japanese and then give the corresponding negative answers with the meaning 'not at all':

   a. Do you speak English?

   b. Do you write Japanese?

   c. Does he walk?

E. Exercises and Conversation, continued.

d. Do you eat SUKIYAKI?

e. Do you understand French?

5. Ask the following questions in Japanese and then give the corresponding negative answers:

a. Do you eat anything?

b. Is there anything?

c. Are you going to do anything?

d. Is anybody there?

e. Is anybody going to talk?

f. Who is going to do it?

g. What's there?

h. Who is there?

i. Where is it?

j. To whom are you going to teach?

6. Complete each of the following phrases by adding an appropriate ending:

a. Watakushi wa nanni mo ....

b. Furansugo wa chitto mo ....

c. Saifu no naka ni wa nanni mo ....

d. Eigo wa dare mo ....

e. Jimushitsu ni wa dare mo ....

f. Tanaka-san wa doko ni mo ....

Lesson 13

A. Perception Drill.

1.		kinoo	yesterday
	a.	Kinoo Nihongo de hanashimashita ka.	Did you speak in Japanese yesterday?
	b.	Hai, Nihongo de hanashimashita.	Yes, I spoke in Japanese.
	c.	Iie, Nihongo de hanashimasen deshita.	No, I didn't speak in Japanese.
	d.	Tabemashita ka.	Did you eat?
	e.	Hai, tabemashita.	Yes, I ate.
	f.	Iie, tabemasen deshita.	No, I didn't eat.
	g.	Shitsumon-shimashita ka.	Did you ask questions?
	h.	Hai, shimashita.	Yes, I did.
	i.	Iie, shimasen deshita.	No, I didn't.
	j.	Tanaka-san wa imashita ka.	Was Mr. Tanaka there?
	k.	Hai, imashita.	Yes, he was there.
	l.	Iie, imasen deshita.	No, he wasn't there.
	m.	Nani ga arimashita ka.	What was there?
	n.	Nanni mo arimasen deshita.	Nothing was there.
2.	a.	Sensei deshita ka.	Were you a teacher?
	b.	Hai, sensei deshita.	Yes, I was a teacher.
	c.	Iie, sensei ja arimasen deshita.	No, I wasn't a teacher.

Lesson 13

A. Perception Drill, continued.

d.	Shookoo deshita ka.	Were you an officer?
e.	Hai, shookoo deshita.	Yes, I was an officer.
f.	Iie, shookoo ja arimasen deshita.	No, I wasn't an officer.
3.	ni	in, at, on
	okimasu	place (v.t.)
	okimashita	placed
	namae	name
	kanji	Chinese characters
	hiragana	Japanese cursive syllabary
	katakana	Japanese syllabary
	Rōmaji	Roman letters
a.	Booshi wa doko ni okimashita ka.	Where did you put my hat?
b.	Isu no ue ni okimashita.	I put it on the chair.
c.	Kokuban ni nani o kakimashīta ka.	What did you write on the blackboard?
d.	Kokuban ni namae o kakimashīta.	I wrote my name on the blackboard.
4.	hidari	left (side)
	migi	right (side)
	tsukaimasu	use (v.t.)
	tsukaimashita	used
	torimasu	pick up, take (v.t.)

Lesson 13

A. Perception Drill, continued.

	torimashita	picked up, took
a.	Hidari no te o tsukaimashita ka.	Did you use your left hand?
b.	Iie, migi no te de torimashita.	No, I picked it up with my right hand.
5.	ima	now
	itsumo	always
	toki	time
	sono toki	then
a.	Ima nani o shimashita ka.	What did you do now?
b.	Ji o kakimashita.	I wrote characters.
c.	Sono toki pen de kakimashita ka.	Did you write them with a pen then?
d.	Hai, pen de kakimashita.	Yes, I wrote them with a pen.
e.	Itsumo pen de kakimasu ka.	Do you always write them with a pen?
f.	Hai, itsumo pen de kakimasu.	Yes, I always write them with a pen.
6.	moo	already
	mada	yet
a.	Moo tabemashita ka.	Have you eaten already?
b.	Hai, moo tabemashita.	Yes, I've eaten already.
c.	Iie, mada tabemasen.	No, I haven't eaten yet.
	or	or

Lesson 13

A. Perception Drill, continued.

	Iie, mada desu.	No, not yet.
d.	Moo shimashita ka.	Have you done it already?
e.	Hai, moo shimashita.	Yes, I've done it already.
f.	Iie, mada shimasen.	No, I haven't done it yet.
	or	or
	Iie, mada desu.	No, not yet.

Lesson 13

B. Dialogue.

Past Action and State.

1. A: Ohayoo gozaimasu.

B: Ohayoo gozaimasu.

2. A: Kinoo wa doo mo arigatoo gozaimashita.

B: Doo itashimashite.

3. A: Watakushi wa kono hon o torimasu. ----------
Watakushi wa ima nani o shimashita ka.

B: Hon o torimashita.

4. A: Kono hon o anata no tsukue no ue ni okimasu. -----
Watakushi wa ima nani o shimashita ka.

B: Watakushi no tsukue no ue ni hon o okimashita.

5. A: Kono kami ni namae o kakimasu. ----------
Watakushi wa ima nani o shimashita ka.

B: Kami ni anata no namae o kakimashita.

6. A: Sono toki hidari no te o tsukaimashita ka.

B: Iie, hidari no te o tsukaimasen deshita. Migi no te o tsukaimashita.

7. A: Anata wa sensei deshita ka.

B: Hai, soo desu.

8. A: Nan no sensei deshita ka.

B: Eigo no sensei deshita.

B. Dialogue, continued.

9. A: Buraun-san mo sensei deshita ka.
B: Iie, Buraun-san wa sensei ja arimasen deshita.

10. A: Anata wa kinoo gakkoo de nani o naraimashita ka.
B: Nihongo o naraimashita.

11. A: Dare ni naraimashita ka.
B: Nihonjin no sensei ni naraimashita.

12. A: Sensei no namae wa nan desu ka.
B: Yamada-san desu.

13. A: Nihongo ga moo yoku wakarimasu ka.
B: Iie, mada yoku wakarimasen.

14. A: Kanji ya hiragana ya katakana mo naraimashita ka.
B: Iie, mada naraimasen.

15. A: Dewa Nihongo wa chitto mo kakimasen ka.
B: Iie, Romaji de sukoshi kakimasu.

16. A: Sensei wa kokuban ni nani o kakimasu ka.
B: Itsumo Romaji o kakimasu.

17. A: Dewa Romaji wa moo naraimashita ka.
B: Hai, Romaji wa moo naraimashita.

18. A: Dewa mata ashita. Sayoonara.
B: Sayoonara.

Lesson 13

C. English Equivalents, Dialogue.

1. A: Good morning.

   B: Good morning.

2. A: Thank you very much for (what you did for me) yesterday.

   B: You're welcome.

3. A: I'm going to pick up this book. --------- What did I do now?

   B: You picked up the book.

4. A: I'm going to place this book on your desk. ----- What did I do now?

   B: You placed the book on my desk.

5. A: I'm going to write my name on this paper. ------ What did I do now?

   B: You wrote your name on the paper.

6. A: Did I use my left hand then?

   B: No, you didn't use your left hand. You used your right hand.

7. A: Were you a teacher?

   B: Yes, I was.

8. A: What were you a teacher of?

   B: I was a teacher of the English language.

9. A: Was Mr. Brown a teacher, too?

   B: No, he was not a teacher.

C. English Equivalents, Dialogue, continued.

10. A: What did you do learn at school yesterday?

B: I learned Japanese.

11. A: From whom did you learn?

B: I learned it from a teacher who is a Japanese.

12. A: What's the teacher's name?

B: Mr. Yamada.

13. A: Do you already understand Japanese well?

B: No, not well yet.

14. A: Have you learned KANJI, HIRAGANA and KATAKANA among other things?

B: No, I haven't yet.

15. A: Then, don't you write Japanese at all?

B: Yes, I write a little in Romaji.

16. A: What does your teacher write on the blackboard?

B: He always writes Romaji.

17. A: Then, have you already learned Romaji?

B: Yes, I've laready learned Romaji.

18. A: Then, I'll see you tomorrow. Goodbye.

B: Goodbye.

Lesso 13

D. Grammar Notes.

1. -*mashita* and -*masen deshita*.

The formal past affirmative form of all action verbs and existential verbs ends in -*mashita*. This form means 'something *has taken place* (or existed) or something *did take place* (or exist). That is, to change the formal non-past affirmative form to the corresponding formal past affirmative form, the form ending in -*masu* is changed to the form ending in -*mashita*, e.g.,

Tabe*mashita*.	'I've eaten.' *or* 'I ate.'
Shi*mashita*.	'I've done it.' *or* 'I did it.'
Hako no nake ni nani ga ari*mashita* ka.	'What was in the box?'
Booshi ga ari*mashita*.	'A hat was there.'
Yamada-san wa doko ni i*mashita* ka.	'Where was Mr. Yamada?'
Jimushitsu ni i*mashita*.	'He was in the office.'

The formal past negative form ends in -*masen deshita*, meaning 'something *did not take place* (or exist) *or* something *had not taken place* (or existed), e.g.,

Tabemasen deshita.	'I didn't eat.' or 'I hadn't eaten.'
Shimasen deshita.	'I didn't do it.' or 'I hadn't done it.'
Nanni mo arimasen deshita.	'Nothing was there.' or 'Nothing had been there.'
Dare mo imasen deshita.	'Nobody was there.' or 'Nobody had been there.'

2. deshita and ja arimasen deshita.

Deshita is the past tense of the copula desu, e.g.,

Watakushi wa sensei deshita.

'I was a teacher.'

The past negative of the copula is ja arimasen deshita, e.g.,

Watakushi wa gunjin ja arimasen deshita.

'I wasn't a soldier.'

D. Grammar Notes, continued.

3. ni.

The particle ni is used also to indicate the point of arrival of an action, e.g.,

Kami ni e o kakimasu.

'I am going to draw a picture on paper.'

or

'I draw a picture on paper.'

Kaban wa tsukue no shita ni okimashita.

'I put the briefcase under the desk.'

or

'I've put the briefcase under the desk.'

4. moo and mada.

Occurring in affirmative sentences, moo means 'already', e.g.,

Moo tabemashita ka.

'Have you eaten already?'

Hai, moo tabemashita.

'Yes, I've eaten already.'

Occurring in non-past negative action sentences, moo means 'any longer, any more', e.g.,

Moo shimasen.

'I'm not going to do it any more.'

or

'I won't do it any more.'

Moo tabemasen.

'I'm not going to eat it any more.'

_or_

'I won't eat it any more.'

Moo, occurring in negative existential sentences, also means 'any longer, any more', e.g.,

Moo arimasen.

'There isn't any more.'

_or_

'I don't have any more.'

Moo arimasen deshita.

'There wasn't any more.'

_or_

'I didn't have any more.'

Moo (koko ni) imasen.

'He isn't here any more.'

Moo jimushitsu ni wa imasen deshita.

'He wasn't in the office any more.'

Occurring in non-past negative sentences, _mada_ means 'yet'. As was explained previously, one of the meanings of the non-past negative sentence is that something has not taken place up to the present moment, e.g., *Mada* tabemasen.

'I haven't eaten yet.'

Mada naraimasen.

'I haven't learned it yet.'

Occurring in affirmative sentences, *mada* means 'still', e.g.,

Mada arimasu.

'There is still some more.'

or

'I still have some.'

More appropriate examples will be cited in subsequent lessons.

Moo occurs in the IIE answer to a *mada* question, and *mada* occurs in the IIE answer to a *moo* question, e.g.,

a. *Moo* questions:

Moo tabemashita ka.

'Have you eaten already?'

Hai, *moo* tabemashita.

'Yes, I've eaten already.'

Iie, *mada* tabemasen.

'No, I haven't eaten yet.'

D. Grammar Notes, continued.

Moo kakimashita ka.

'Have you written it already?'

Hai, *moo* kakimashita.

'Yes, I've written it already.'

Iie, *mada* kakimasen.

'No, I haven't written it yet.'

The above IIE answers are normally replaced by the follwing short construction:

Iie, *mada desu*.

'No, not yet.'

(Lit: No, it is yet to happen.)

Desu in the above short pattern, therefore, is in place of the negative sentence.

b. *Mada* questions:

Mada tabemasen ka.

'Haven't you eaten yet?'

Hai, *mada* tabemasen.

or

Hai, *mada desu*.

'No, not yet.'

Iie, *moo* tabemashita.

'Yes, I've eaten already.'

D. Grammar Notes, continued.

Mada kakimasen ka.

'Haven't you written it yet?'

Hai, mada kakimasen.

or

Hai, mada desu.

'No, not yet.'

Iie, moo kakimashita.

'Yes, I've written it already.'

Mada arimasu ka.

'Do you still have some?'

Hai, mada arimasu.

'Yes, I still have some.'

Iie, moo arimasen.

'No, I don't have any more.'

Lesson 13

E. Exercises and Conversation.

1. Change each of the following sentences to the corresponding formal past affirmative form meaning 'something has happened or did happen':

   a. E o mimasu.

   b. Ji o kakimasu.

   c. Arukimasu.

   d. Nihongo de hanashimasu.

   e. Hidari no te o tsukaimasu.

   f. Tabako o torimasu.

   g. Isu no ue ni okimasu.

   h. Tabemasu.

   i. Rajio o kikimasu.

   j. Shimasu.

2. Change each of the above sentences to the corresponding formal past negative form meaning 'something did not happen'.

3. Change each of the following non-past sentences to the corresponding past:

   a. Watakushi wa sensei desu.

   b. Tanaka-san wa chuusa desu.

   c. Yamada-san wa chuutai-choo desu.

   d. Kore wa hako desu.

   e. Are wa dare desu ka.

   f. Nihonjin ja arimasen.

   g. Gunjin ja arimasen.

E. Exercises and Conversation, continued.

4. Give HAI and IIE answers for each of the following questions:

   a. Moo hiragana o naraimashita ka.

   b. Moo ano e o mimashita ka.

   c. Moo Guriin-san ni Nihongo o oshiemashita ka.

   d. Moo tabemashita ka.

   e. Tanaka-san ni moo hanashimashita ka.

   f. Moo shimashita ka.

   g. Mada katakana o naraimasen ka.

   h. Mada ano e o mimasen ka.

   i. Mada shimasen ka.

   j. Mada arimasu ka.

   k. Seito wa mada imasu ka.

   l. Mada tabemasu ka.

   m. Mada shimasu ka.

5. Give HAI and IIE answers for each of the following questions, using moo or mada whichever is appropriate:

   a. Nihongo ga yoku wakarimasu ka.

   b. Ano heya ni wa dare mo imasen ka.

   c. Saifu ni wa nanni mo arimasen ka.

   d. Shidan ni wa rentai wa arimasen ka.

   e. Sono kodomo wa arukimasu ka.

Lesson 14

A. Perception Drill.

1.		shi	city
		uchi	home
		Yokohama-shi	city of Yokohama
		chikai	is close, near (I-adj)
		kara chikai	is close to
		tooi	is far, distant (I-adj)
		kara tooi	is far from
	a.	Tookyoo wa Yokohama kara chikai desu ka.	Is Tokyo close to Yokohama?
	b.	Ammari chikaku wa arimasen.	It's not very close.
	c.	Tomodachi no uchi wa anata no uchi kara tooi desu ka.	Is your friend's home far from your home?
	d.	Kanari tooi desu.	It's fairly far.
2.		tokidoki	sometimes, at times
		e	to
		ikimasu	go (v.i.)
		kimasu	come (v.i.)
	a.	Anata wa tokidoki Tookyoo e ikimasu ka.	Do you go to Tokyo sometimes?
	b.	Iie, ammari ikimasen.	No, I don't go there very often.
	c.	Anata no tomodachi wa ashita Tookyoo kara kimasu ka.	Is your friend coming from Tokyo tomorrow?
	d.	Iie, kimasen.	No, he is not coming.

A. Perception Drill, continued.

3.	basu	bus
	torakku	truck
	densha	electric train
	kisha	train
	ressha	train
a.	Densha de ikimashita ka.	Did you go by electric train?
b.	Iie. Basu de ikimashita.	No. I went by bus.
4.	-fun	minute
	ip-pun	1 minute
	ni-fun	2 minutes
	sam-pun	3 minutes
	yom-pun	4 minutes
	go-fun	5 minutes
	rop-pun	6 minutes
	nana-fun or shichi-fun	7 minutes
	hap-pun or hachi-fun	8 minutes
	kyuu-fun	9 minutes
	jip-pun or jup-pun	10 minutes
	juugo-fun	15 minutes
	nijip-pun	20 minutes
	sanjip-pun	30 minutes
	nam-pun	how many minutes?

Lesson 14

A. Perception Drill, continued.

jikan	hour
ichi-jikan	1 hour
ni-jikan	2 hours
san-jikan	3 hours
yo-jikan	4 hours
go-jikan	5 hours
roku-jikan	6 hours
nana-jikan or shichi-jikan	7 hours
hachi-jikan	8 hours
ku-jikan	9 hours
juu-jikan	10 hours
juuni-jikan	12 hours
nijuu yo-jikan	24 hours
nan-jikan	how many hours?
kakarimasu	take (time), cost (money), is required (v.i.)

a.	Yokohama kara Tookyoo made densha de nam-pun kakarimasu ka.	How many minutes does it take from Yokohama to Tokyo by electric train?
b.	Sanjip-pun kakarimasu.	It takes 30 minutes.
c.	Basu de nan-jikan kakarimasu ka.	How many hours does it take by bus?
d.	Ichi-jikan kakarimasu.	It takes an hour (by bus.)

A. Perception Drill, continued.

5.	kiro	kilometer, kilogram
	mairu	mile
	dono gurai	what approximate extent?, about how much?, about how long?, about how many?, about how far?
	nam-pun gurai	about how many minutes?
	juugo-fun gurai	about 15 minutes
	nan-jikan gurai	about how many hours?
	ni-jikan gurai	about 2 hours
	nan-kiro gurai	about how many kilometers?
	nijuu rok-kiro gurai	about 26 kilometers
	nam-mairu gurai	about how many miles?
	juuroku-mairu gurai	about 16 miles
a.	Densha de dono gurai kakarimasu ka.	About how long does it take by electric train?
b.	Nijuu go-fun gurai kakarimasu.	It takes about 15 minutes.
c.	Koko kara nan-kiro gurai arimasu ka.	About how many kilometers from here is it?
d.	Nijuu rok-kiro gurai arimasu.	It's about 26 kilometers.
6.	tetsudoo	railroad, railway
	hyoojunki	standard gauge
	kyooki	narrow gauge

A. Perception Drill, continued.

	kooki	broad gauge
	fukusen	double track
	tansen	single track
a.	*Tetsudoo* wa *hyoojunki* desu ka.	Is the railroad the standard track?
b.	*Kyooki* desu.	It's a narrow gauge.
c.	*Fukusen* desu ka.	Is it a double track?
d.	*Tansen* desu.	It's a single track.
7.	michi	road, street
	dooro	road
	hiroi	wide, spacious (I-adj)
	semai	narrow (I-adj)
	ii	good, fine (I-adj)
	warui	bad, poor (quality) (I-adj)
a.	Nihon no dooro wa *ii desu* ka.	Are roads in Japan good?
b.	Atarashii no wa *hirokute*, *ii desu*.	The new ones are wide and good.
c.	Furui no wa *semakute*, *warui desu*.	The old ones are narrow and bad.
8.	naze *or* doo shite	why?
	kara	so, therefore (*or* because)
a.	*Naze* wakarimasen ka.	Why don't you understand it?
		or

A. Perception Drill, continued.

		Why is it not clear?
b.	Mada naraimasen kara, wakarimasen.	I haven't learned it, so I don't understand it.
c.	Naze sono michi wa warui desu ka.	Why is that road bad?
d.	Semai kara, warui desu.	It's narrow, so it's bad.
	or	or
	Semai kara desu.	Because it's narrow.

Lesson 14

B. Dialogue.

Time and Distance.

1. A: Konnichi wa.

B: Konnichi wa.

2. A: Anata no uchi wa doko ni arimasu ka.

B: Yokohama-shi ni arimasu.

3. A: Tookyoo wa Yokohama kara chikai desu ka.

B: Iie, ammari chikaku wa arimasen. Kanari tooi desu.

4. A: Tokidoki Tookyoo e ikimasu ka.

B: Hai, tokidoki Tookyoo no tomodachi no uchi e ikimasu.

5. A: Nan de ikimasu ka.

B: Densha de ikimasu.

6. A: Densha de dono gurai kakarimasu ka.

B: Sanjip-pun gurai kakarimasu.

7. A: Yokohama kara Tookyoo made nam-mairu gurai desu ka.

B: Nijuu rok-kiro desu kara, juuroku-mairu gurai desu.

8. A: Nihon no tetsudoo wa hyoojunki desu ka.

B: Iie, kyooki desu.

9. A: Yokohama kara Tookyoo made tetsudoo wa fukusen desu ka, tansen desu ka.

B: Fukusen desu.

Lesson 14

B. Dialogue, continued.

10. **A:** Yokohama kara Tookyoo made michi wa ii desu ka.

    B: Ii desu.

11. **A:** Hiroi desu ka.

    B: Atarashii no wa hiroi desu ga, furui no wa semakute sukoshi warui desu.

12. **A:** Naze atarashii no wa hiroi desu ka.

    B: Ookii basu ya torakku ga ooi kara desu.

13. **A:** Yokohama kara Tookyoo made basu de dono gurai kakarimasu ka.

    B: Ichi-jikan gurai kakarimasu.

14. **A:** Anata no tomodachi wa tokidoki Yokohama e kimasu ka.

    B: Hai, kimasu.

15. **A:** Nan de kimasu ka.

    B: Itsumo basu de kimasu.

16. **A:** Dewa mata. Sayoonara.

    B: Sayoonara.

C. English Equivalents, Dialogue.

1. A: Good afternoon.

   B: Good afternoon.

2. A: Where is your home?

   B: It's in Yokohama city.

3. A: Is Tokyo close to Yokohama?

   B: No, it's not very close. It's fairly far.

4. A: Do you go to Tokyo sometimes?

   B: Yes, I go to my friend's home in Tokyo sometimes.

5. A: What do you go by?

   B: I go by electric train.

6. A: About how long does it take by electric train?

   B: It takes about 30 minutes.

7. A: About how many miles is it from Yokohama to Tokyo?

   B: It's 26 kilometers, so it's about 16 miles.

8. A: Are the railroads in Japan the standard gauge?

   B: No, they are the narrow gauge.

9. A: Is the railroad from Yokohama to Tokyo a double track or is it a single track?

   B: It's a double track.

C. English Equivalents, Dialogue, continued.

10. A: Are the roads from Yokohama to Tokyo good?

B: Yes, they are good.

11. A: Are they wide?

B: The new ones are wide, but the old ones are narrow and a little bad.

12. A: Why are the new ones wide?

B: Because there are many large buses and trucks among other things.

13. A: About how long does it take from Yokohama to Tokyo by bus?

B: It takes about an hour.

14. A: Does your friend come to Yokohama sometimes?

B: Yes, he does.

15. A: How does he come?

B: He always comes by bus.

16. A: See you again. Goodbye.

B: Goodbye.

D. Grammar Notes.

1. e and ni.

Following place words, the particle e 'to' indicates the direction of an action. But the two particles e and ni are often interchangeable, especially when they occur after place words, indicating the goal or point of arrival of an action, e.g.,

Tookyoo e ikimashita.
or
Tookyoo ni ikimashita.
'I went to Tokyo.'

Yokohama e hikkoshimashita.
or
Yokohama ni hikkoshimashita.
'I moved to Yokohama.'

Amerika e kimashita.
or
Amerika ni kimashita.
'I came to America.'

2. -fun.

-Fun is a counter to count minutes. It follows the Chinese series of numerals and some combinations result in assimilated forms*, e.g.,

* ip-pun	'1 minute'
ni-fun	'2 minutes'
* sam-pun	'3 minutes'
* yom-pun	'4 minutes'
go-fun	'5 minutes'
* rop-pun	'6 minutes'
nana-fun or shichi-fun	'7 minutes'
* hap-pun or hachi-fun	'8 minutes'
kyuu-fun	'9 minutes'
* jip-pun or * jup-pun	'10 minutes'
juugo-fun	'15 minutes'
* nijip-pun or * nijup-pun	'20 minutes'
* sanjip-pun or * sanjup-pun	'30 minutes'
* nam-pun	'how many minutes?'

3. -jikan.

-Jikan is a counter to count hours. It also follows the Chinese series of numerals:

ichi-jikan	'1 hour'
ni-jikan	'2 hours'
san-jikan	'3 hours'
yo-jikan	'4 hours'
go-jikan	'5 hours'
roku-jikan	'6 hours'
nana-jikan or shichi-jikan	'7 hours'
hachi-jikan	'8 hours'
ku-jikan	'9 hours'
juu-jikan	'10 hours'
juuni-jikan	'12 hours'
nijuu yo-jikan	'24 hours'
nan-jikan	'how many hours?'
san-jikan han	'$3\frac{1}{2}$ hours'

D. Grammar Notes, continued.

4. gurai.

Following quantity words, or compounds gurai means 'approximate extent, about':

nam-pun gurai	'about how many minutes?'
juugo-fun gurai	'about 15 minutes'
nan-jikan gurai	'about how many hours?'
san-jikan gurai	'about 3 hours'
dono gurai	'about how long?, about how much?, about how many?, about how far?'
nan-kiro gurai	'about how many kilometers?'
go-kiro gurai	'about 5 kilometers'
nam-mairu gurai	'about how many miles?'
juuhachi-mairu gurai	'about 18 miles'
nan-en gurai	'about how many yen?'
sam-man-en gurai	'about 30,000 yen'
nam-mei gurai	'about how many people?'
hyaku-mei gurai	'about 100 people'

5. kiro and mairu.

The Japanese use the metric system. Kiro refers both to 'kilometer' and 'kilogram' and it combines with the Chinese series of numerals:

D. Grammar Notes, continued.

ik-kiro *or* ichi-kiro	'1 kilometer (kilogram)'	nana-kiro *or* shichi-kiro	'7 kilometers (kilograms)'
ni-kiro	'2 kilometers (kilograms)'	hak-kiro *or* hachi-kiro	'8 kilometers (kilograms)'
san-kiro	'3 kilometers (kilograms)'	kyuu-kiro	'9 kilometers (kilograms)'
yon-kiro	'4 kilometers (kilograms)'	jik-kiro *or* juk-kiro	'10 kilometers (kilograms)'
go-kiro	'5 kilometers (kilograms)'	nan-kiro	'how many kilometers (kilograms)?'
rok-kiro	'6 kilometers (kilograms)'		

Mairu means 'mile' and it, too, combines with the Chinese series of numerals.

6. *ii*.

Ii 'good' is an I-adjective, and its alternate form is *yoi*. *Ii* is used more frequently than *yoi* in affirmative sentences. However, *ii* does not change its form. So the negative of *ii* is the negative of *yoi* or *yoku wa arimasen*, e.g.,

Michi wa *ii* desu ka.
'Is the road good?'
Iie, yoku wa arimasen.
'No, it's not good.'

D. Grammar Notes, continued.

7. kakarimasu.

The verb kakarimasu 'take' is used normally in reference to time, effort and cost, e.g.,

Koko kara densha de sanjip-pun kakarimasu.

'It takes 30 minutes from here by electric train.'

Te ga kakarimasu.

'It requires effort.'

or

'It requires pains.'

(Lit: It requires hands.)

Hyaku-en kakarimasu.

'It costs 100 yen.'

8. naze or doo shite and kara.

Naze is a question word and means 'why?'. Its substitute expression is doo shite.

The particle kara occurring after a noun and meaning 'from' was described previously.

Following an inflected word like verbs, adjectives and the copula in any sentence, the particle kara means 'so, therefore'. The English equivalent of kara may also be 'because, since', but its location is always immediately after the statement of reason or cause:

D. Grammar Notes, continued.

Naze Nihongo ga yoku dekimasen ka.

'Why can't you speak Japanese well?'

Mada yoku naraimasen kara, yoku dekimasen.

'I haven't learned it well yet, so I can't speak it well.'

or

'Because I haven't learned it well yet, I can't speak it well.'

Naze moo arimasen ka.

'Why isn't there any more?'

Minna tsukaimashita kara, moo arimasen.

'I've used it all up, so there isn't any more.'

or

'Because I've used it all up, there is no more.'

Naze sono michi wa warui desu ka.

'Why is that road bad?'

Semai kara, warui desu.

'It's narrow, so it's bad.'

or

'Because it's narrow, it's bad.'

Naze Nihongo ga yoku dekimasu ka.

'Why can he speak Japanese well?'

D. Grammar Notes, continued.

Nihonjin desu _kara_, yoku dekimasu.

'He is a Japanese, so he can speak it well.'

_or_

'Because he is a Japanese, he can speak it well.'

The answer to a _naze_ or _doo shite_ 'why?' question always contains _kara_, but it is often concluded in the short _desu_ form as in the following examples:

Mada yoku naraimasen _kara_ desu.

'(It's) because I haven't learned it well yet.'

Minna tsukaimashita _kara_ desu.

'(It's) because I've used it all up.'

Semai desu _kara_ desu.

'(It's) because it's narrow.'

Nihonjin desu _kara_ desu.

'(It's) because he is a Japanese.'

In ordinary speech, the informal form rather than the formal form of an inflected word occurs before _kara_, especially when the sentence is concluded in the short _desu_ form, e.g.,

Semai kara desu.

'(It's) because it's narrow.'

D. Grammar Notes, continued.

The plain, informal forms of verbs and the copula will be dealt with in subsequent lessons.

Lesson 14

E. Exercises and Conversation.

1. Ask and then answer where each person went based on the following table:

	Where to	From where
a. Captain Tanaka	America	Japan
b. M Sgt Yamane	Tokyo	Yokohama
c. Mr. Brown	Japan	America
d. Mr. Suzuki	his office	a classroom
e. George	school	his home

2. Using the above table, ask and then answer where each person came from.

3. Based on the following table, ask and then answer about how long it takes from Tokyo to a given place by electric train:

As far as	how long
a. Yokohama	30 minutes
b. Odawara	1 hour 54 minutes
c. Nikko	2 hours
d. Tachikawa	58 minutes

B. Exercises and Conversation, continued.

4. Ask and then answer about how many miles it is from Tokyo to a given place using the following table:

As far as	how far
a. Yokohama	26 kilometers
b. Osaka	556 kilometers
c. Kobe	589 kilometers
d. Hiroshima	894 kilometers

5. Given below are pairs of sentences. Connect the two sentences of each pair in a logical sequence using the particle kara:

a. Ammari tooi desu. Ikimasen.

b. Wakarimasen. Muzukashii desu.

c. Jidoosha de ikimasu. Michi ga ii desu.

d. Michi ga warui desu. Jidoosha de go-jikan kakarimasu.

e. Nihongo ga wakarimasen. Eigo de hanashimashita.

f. Moo arimasen. Minna tabemashita.

6. Ask 'why' questions using Column A and then answer each question by using the corresponding reason in Column B:

	A	B
a.	He came by train.	It's too far.
b.	He didn't talk at all.	He can't speak English.
c.	He won't eat it.	It's old.

Lesson 14

E. Exercises and Conversation, continued.

d. He didn't come by car.   The road is too narrow.

e. He speaks Japanese well.   He is a Japanese.

Lesson 15

A. Perception Drill.

1.	akemasu	open (v.t.)
	akemasen	do not open
	akemashita	opened
	akemasen deshita	did not open
	akenasai	open (command)
	oakenasai	open (polite command)
a.	Mado o oakenasai.	Open the windows.
b.	Hai, akemasu.	Yes, I will.
	tojimasu	close (v.t.)
	tojimasen	do not close
	tojimashita	closed
	tojimasen deshita	did not close
	tojinasai	close (command)
	otojinasai	close (polite command)
c.	Hon o otojinasai.	Close the book.
d.	Hai, tojimasu.	Yes, I will.
	shimemasu	shut (v.t.)
	shimemasen	do not shut
	shimemashita	shut
	shimemasen deshita	did not shut
	shimenasai	shut (command)
	oshimenasai	shut (polite command)
e.	Doa o oshimenasai.	Shut the door.

A. Perception Drill, continued.

f.	Hai, shimemasu.	Yes, I will.
2.	tokoro	place
	watakushi no tokoro	the place where I am
	mado no tokoro	the place where the window is
	oidenasai	go, come (polite command)
a.	Mado no tokoro e oidenasai.	Go to the window.
b.	Watakushi no tokoro e oidenasai.	Come to my place. or Come to me.
c.	Anata no tokoro e ikimasu.	I'll go to your place. or I'll go to you.
3.	soto	outside
	demasu	go out, come out (v.i.)
	demasen	do not go out, do not come out
	demashita	went out, came out
	demasen deshita	did not go out, did not come out
	denasai	go out, come out (command)
a.	Soto ni denasai.	Go outside. or Come outside.

Lesson 15

A. Perception Drill, continued.

b.	Hai, demasu.	Yes, I will.
	soba	vicinity
	mae	front
	kakemasu	sit down (v.i.)
	kakemasen	do not sit down
	kakemashita	sat down
	kakemasen deshita	did not sit down
	kakenasai	sit down (command)
	okakenasai	sit down (polite command)
c.	Watakushi no mae ni okakenasai.	Sit in front of me.
d.	Hai, kakemasu.	Yes, I will.
4.	hairimasu	enter, come in, go in (v.i.)
	hairimasen	do not enter
	hairimashita	entered
	hairimasen deshita	did not enter
	hairinasai	enter, come in, go in (command)
	ohairinasai	enter, come in, go in (polite command)
a.	Kono heya ni ohairinasai.	Go into this room.
b.	Hai, hairimasu.	Yes, I will.

Lesson 15

A. Perception Drill, continued.

	seki	seat
	kaerimasu	go back, come back, return (v.i.)
	kaerimasen	do not go back, do not come back, do not return
	kaerimashita	went back, came back, returned
	kaerimasen deshita	did not go back, did not come back, did not return
	kaerinasai	go back, come back (command)
	okaerinasai	go back, come back (polite command)
c.	Uchi e okaerinasai.	Go home. or Come home.
d.	Seki ni okaerinasai.	Go back (or come back) to your seat.
e.	Hai, kaerimasu.	Yes, I will.
5.	tachimasu	stand up (v.i.)
	tachimasen	do not stand up
	tachimashita	stood up
	tachimasen deshita	did not stand up
	tachinasai	stand up (command)
	otachinasai	stand up, rise (polite command)
a.	Sono isu no ue ni otachinasai.	Stand up on that chair.
b.	Hai, tachimasu.	Yes, I will.

Lesson 15

A. Perception Drill, continued.

6.		kondo	this time, next time
	a.	Kondo wa dare ga shimasu ka.	Who is going to do it this time?
	b.	Kondo wa Tanaka-san ga shimasu.	Mr. Tanaka will do it this time.
7.		honto ni	really, truly
		sugoku	awfully
		atsui	hot (I-adj)
		samui	cold (I-adj, of weather)
		tenki or otenki	weather
	a.	Kyoo wa honto ni ii otenki desu ne.	What a beautiful day! (Lit: Today is really good weather, isn't it.)
	b.	Sugoku atsui desu.	It's awfully hot.
8.	a.	Yoroshii.	Good. or Fine. (I-adj)
	b.	Yoku dekimashita.	(A job) well done!
9.		dake	only
	a.	Kore dake desu ka.	Is this all?
	b.	Hai, sore dake desu.	Yes, that's all.

Lesson 15

B. Dialogue.

Polite Commands.

1. A: Konnichi wa.
   B: Konnichi wa.

2. A: Kyoo wa honto ni ii otenki desu ne.
   B: Sensei, kyoo wa sugoku atsui desu.

3. A: Ja, mado o akenasai.
   B: Hai, akemasu.

4. A: Sumisu-san, hon o tojinasai.
   S: Hai, tojimasu.

5. A: Mae e denasai.
   S: Hai, demasu.

6. A: Doa no tokoro e oidenasai.
   S: Hai, ikimasu.

7. A: Doa o oakenasai.
   S: Hai, akemasu.

8. A: Soto e odenasai.
   S: Hai, demasu.

9. A: Ohairinasai.
   S: Hai, hairimasu.

Lesson 15

B. Dialogue, continued.

10. A: Doa o oshimenasai.

S: Hai, shimemasu.

11. A: Anata no seki e okaerinasai.

S: Hai, kaerimasu.

12. A: Okakenasai.

S: Hai, kakemasu. Sensei, watakushi wa sukoshi samui desu.

13. A: Ja, anata no soba no mado o shimenasai.

S: Hai, shimemasu.

14. A: B-san, Sumisu-san wa ima nani o shimashita ka.

B: Tachimashita. Sore kara doa no tokoro ni ikimashita. Sore kara doa o akemashita. Sore kara soto ni demashita.

15. A: Yoroshii. Moo takusan desu. Kondo wa C-san. Sumisu-san wa heya no soto ni demasen deshita ka.

C: Iie, demashita.

16. A: Sore kara, doa o shimemashita ka.

C: Iie, shimemasen deshita.

17. A: Yoku dekimashita. Kyoo wa kore dake desu. Sayoonara.

C. Sayoonara.

Lesson 15

C. English Equivalents, Dialogue.

1. A: Good afternoon.

   B: Good afternoon.

2. A: What a beautiful day!
   (Lit: Today is really good weather, isn't it?)

   B: Teacher, it's awfully hot today.

3. A: Then, open the windows.

   B: Yes, I will.

4. A: Mr. Smith, close the book.

   S: Yes, I will.

5. A: Come forward.

   S: Yes, I will.

6. A: Go to the door.

   S: Yes, I will.

7. A: Open the door.

   S: Yes, I will.

8. A: Go outside.

   S: Yes, I will.

9. A: Come in.

   S: Yes, I will.

C. English Equivalents, Dialogue, continued.

10. A: Close the door.

S: Yes, I will.

11. A: Go back to your seat.

S: Yes, I will.

12. A: Sit down.

S: Yes, I will. Teacher, I'm slightly cold.

13. A: Then, shut the window by you.

S: Yes, I will.

14. A: Mr. B, what did Mr. Smith do just now?

B: He stood up. Then he went to the door. Then he opened the door. Then he went outside.

15. A: That will do. That's enough. This time, Mr. C. Didn't Mr. Smith go outside?

C: Yes, he did.

16. A: Then, did he shut the door?

C: No, he didn't.

17. A: You've done well. This is all for today. Goodbye.

C. Goodbye.

Lesson 15

D. Grammar Notes.

1. -nasai.

-Nasai is the imperative form of the exalted verb nasaimasu 'do'. In polite speech, commands are usually given by dropping -masu of the -masu form of verbs and adding -nasai. The combination ending in -nasai becomes more polite by prefixing o-, e.g.,

-masu form		polite command form	
akemasu	'open'	oakenasai	'open'
kakemasu	'sit down'	okakenasai	'sit down'
tachimasu	'stand up'	otachinasai	'stand up'
kaerimasu	'go back, come back'	okaerinasai	'go back, come back'
hairimasu	'get in'	ohairinasai	'get in'
tabemasu	'eat'	otabenasai	'eat'

However, for certain verbs which have honorific equivalents, the command form without the prefix o- is used, e.g.,

-masu form		command form		polite command form	
mimasu	'see, look at'	minasai	'see, look at'	goran-nasai	'see, look at'
kimasu	'come'	kinasai	'come'	irasshai	'come'
shimasu	'do'	shinasai	'do'	nasai	'do'

Lesson 15

G. Grammar Notes, continued.

2. tokoro.

The noun tokoro means 'place'. In Japanese one does not say he goes or comes to the window or to a person. Instead, he normally says he goes or comes to the place where the window is or to the place where someone is. For the Japanese thinks that the window or the person is not a place where he can stay.

Examples:

Mado no tokoro e oidenasai.
'Go to the window.'
Kokuban no tokoro e kinasai.
'Come to the blackboard.'
Sensei no tokoro e ikimasu.
'I'm going to the teacher.'
Watakushi no tokoro e kimashita.
'He came to me.'

3. kondo.

The word kondo means either 'this time' or 'next time' depending on the context.

4. shimemasu and tojimasu.

Both shimemasu and tojimasu mean 'shut, close'. However, they are not always used interchangeably. The difference is about the same as exists between 'shut' and

5

D. Grammar Notes, continued.

'close'.

Shimemasu is used when one means to 'shut' or to close so as to hinder ingress or egress, to forbid entrance into, or to bar, whereas tojimasu means to 'close' or to unite or bring together parts separated, e.g.,

Doa o shimemashita.
'I shut the door.'
Mado o oshimenasai.
'Close the windows.'

Hon o tojimashita.
'I closed the book.'
Me o tojinasai.
'Close your eyes.'

E. Exercises and Conversation.

1. Change each of the following sentences to the corresponding command form:
   - a. Nihongo o naraimasu.
   - b. Basu de ikimasu.
   - c. Jidoosha de kimasu.
   - d. Samui kara, mado o shimemasu.
   - e. Nani ka shimasu.
   - f. Pen de kakimasu.
   - g. Me o akemasu.
   - h. Uchi de tabemasu.
   - i. Ashita kaerimasu.
   - j. Soto ni demasu.

2. Tell your friend:
   - a. to go home.
   - b. to open the window.
   - c. to come here.
   - d. to close his eyes.
   - e. to close the door.
   - f. to stand on the chair.
   - g. to go outside.
   - h. to enter the office.
   - i. to sit by you.
   - j. to eat something.

E. Exercises and Conversation, continued.

3. Tell your friend:
    - a. to come to your home.
    - b. to come to you.
    - c. to go to the place where your car is.
    - d. to go to the door.
    - e. that his hat is at the place where his briefcase is.
    - f. that you are at the place where his teacher is.

4. Express the following in Japanese:
    - a. I'm going to Yokohama next time.
    - b. It's really hot today.
    - c. It's awfully expensive.
    - d. I didn't go to Kobe this time.
    - e. I'll go by car this time.